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ABSTRACT

Exercises and activities for incorporating career education into the secondary school curriculum (10-12) are contained in this teacher's manual. Activities are developed for language arts (112), mathematics (32), science (21), social studies (49), related arts/fine arts (61), and guidance (41). An index of titles is included for each subject area. Teaching activities are written in a format which matches specific goals of school subjects with career education concerns (curriculum focus). Career education focus (DELLA Statement), estimated class time, essential resource materials, and the instructional process are outlined for each lesson. The appendix contains the following materials: DELLA Statements (generated for the Career Development Education Model), background in curriculum design, bibliography of suggested materials, interview sheet, list of career clusters, lists of career-related games and simulation, index of publishers/distributors, lists of evaluation instruments, notes on role playing and on brainstorm technique and planning field trips, sample job application form, sample resumes, supplemental resources for guidance, and bibliography of materials dealing with sex bias. (TA)

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GETTING STARTED:
A Guide To Writing Your Own Curriculum

The Pennsylvania
Guide for
Instructional Improvement
through
Career Education

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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Senior High Volume 10-12

A project sponsored by the
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ORIENTATION AND RATIONALE

By Dr. Edwin Herr
Department of Counselor Education
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This is a manual of suggested exercises and activities by which career education can be made available to high school students. Career education signifies emphases in which senior high school students can learn to:

- SHOW relationships among their achievements, values, preferences, educational aspirations, and career preferences
- ANALYZE current personal competency in skills necessary to career preferences and develop plans to strengthen these skills
- PREPARE to qualify for entry-level jobs through courses, by cooperative education or by on-the-job training
- PREPARE to qualify for post-secondary education through a planned school program
- DEVELOP consumer knowledge and skills
- DEVELOP skills pertinent to effective use of leisure time
- SYSTEMATICALLY reality test career preferences by relating them to achievement in courses, part-time work, and extra-curricular activities
- IDENTIFY alternative ways of accomplishing desired educational and occupational goals of one's preferred choices are not available
- DESCRIBE ways of continuing education following high school (e.g., apprenticeships, on-the-job training, correspondence courses, military service schools, evening schools, reading, college) and list those most related to career preferences
- IDENTIFY the steps required to gain admission to the job or educational experience desired immediately after high school
- MAKE accurate estimates of personal traits and achievements and present these effectively on a resume and in an occupational or educational interview
- DEVELOP specific plans to implement their career goals
- EXECUTE career plans
- ASSUME responsibility for career planning and its consequences

What are the methods and resources of career education?

Career education methods and resources at the senior high school level include films and filmstrips, role-playing, gaming, work-study, discussions, projected career autobiographies, simulation, behavior rehearsal, directed observations, interviews with resource personnel, identifying relationships between various kinds of subject matter and work which requires it, and planning studies. Each of the methods and resources noted can be used by teachers in any subject matter to reinforce student exploration and understanding of how the subject matter is applied in work or in advanced education. Therefore, as students are learning the content and skills of a subject, they are also being encouraged to examine its personal and career relevance.

The suggested exercises in this manual are intended to help teachers or counselors infuse their instructional and guidance processes with material which will also stimulate the career education of students. The exercises included here are only examples of the many possibilities which might be used.

What are the affective aspects of career education?

Career education activities affect many complex student behaviors. Included are self-understanding, educational and occupational awareness, decision-making skills as well as economic or consumer literacy and the effective use of leisure time. Students are encouraged to go beyond the school into the community to talk with and observe persons who work, to explore and try out through personal experience different work activities and continuing education possibilities, and to actively test out their interests and values. By examining the realities beyond the school, better linkages can be forged between what one studies, why, and how its personal relevance can be enhanced.

What are the specific goals of career education?

Career education activities are not intended to impose decisions on students or to coerce and channel them in specific directions. The intent is to help students realize the importance of their freedom to choose and to prepare them to develop decision-making skills, use information resources, and consider the personal traits by which they might choose wisely. As part of this process, it is expected that career education activities will stimulate student feelings of personal responsibility for deciding, planning, and preparing for the future.

Career education activities cannot be confined to the senior high school although the emphasis within this manual is focused upon this level. Each educational level from the elementary school forward has its own contribution to make to the evolving questions, dilemmas, and attempts at self and career clarification which each student makes. No one educational level is the most critical but each has unique contributions to make to help students anticipate and acquire a sense of purpose for his or her life. In society as complex as ours is--with the impact of wide-ranging technology, much occupational specialization, rising educational expectations and pluralistic life-styles--that is no mean feat. It is also too important to be left to chance.

What special needs does career education seek to fulfill for the senior high school student?

Several recent national surveys have shown that senior high school students report a major need for career planning, assistance in occupational choice, and in clarifying personal strengths and aptitudes. Too frequently we have assumed that if students are intelligent enough to graduate from high school, they should be intelligent enough to figure out what they are going to do with their life. Unfortunately, such choices are not that simple. Being bright does not signal maturity or clear purpose in how or if one's aptitudes will be employed. Self and career planning have their own knowledge base and strategies which must be learned in other than a random and piece meal basis if they are to be most effectively used.

Why is career education valuable to all high school students?

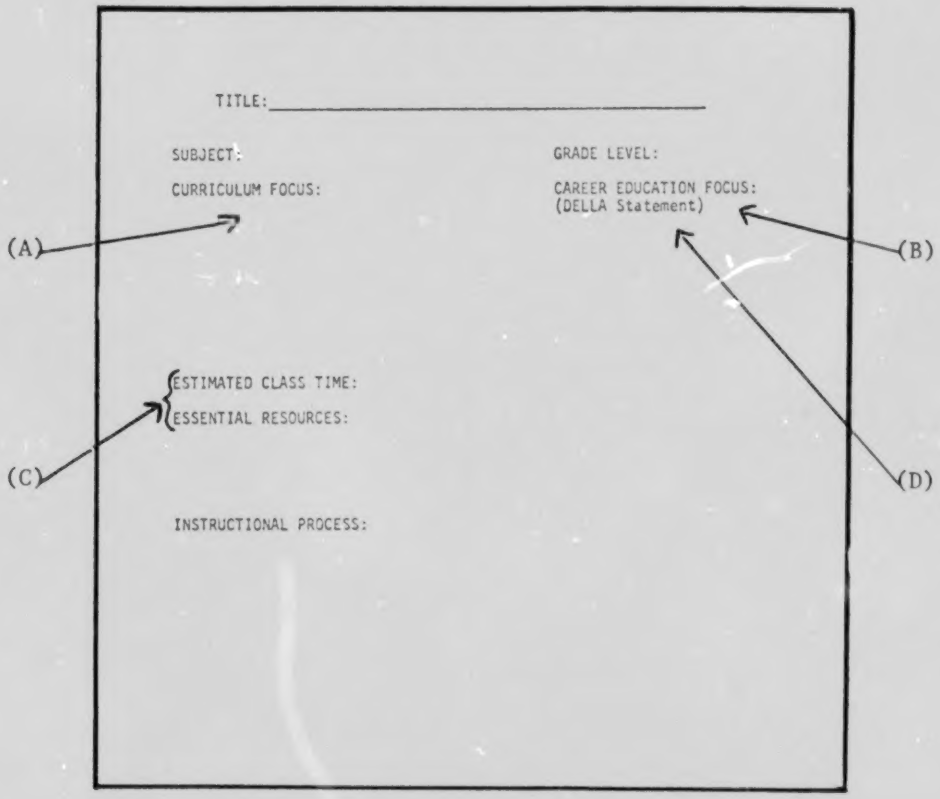
The senior high school student is being faced with imminent separation from the structured life of the secondary school. Thus indecisiveness, anxiety and uncertainty about the steps which lie ahead are to be expected. Given such a reality, however, it is not sufficient that senior high school students gain only awareness that opportunities exist or how these can be related to self-characteristics, such goals are more adequate for elementary and junior high school students. At the senior high school level, students must also be helped to plan specifically ways to gain access to the opportunities they seek and to take the actions required to advance toward these goals. For most students, the senior high school years must be the crucible in which they test their vague aspirations and develop specific strategies for converting these asirations into reality. In a very real sense, the senior high school program represents the last opportunity many students will ever have to rehearse different coping behaviors as well as alternative actions and plans and to assess these against considered self-characteristics and value sets. What is contained here will make such goals for senior high school students more attainable. It is not intended that the exercises suggested here, or other career education activities, will replace existing subject matter but rather that it will infuse it with an increased ability to facilitate self and career understanding.

HOW TO USE THIS BOOK

The purpose of this guide is to help you understand and use the concepts of career education. Through them, you can make your own curriculum more stimulating to students and more relevant to their current and future interests and needs. We believe that career education is a proven means for motivating students to think seriously about the subject they are studying, the changes taking place in their lives, and the role they will play in the society of the future.

You will probably find it most helpful to skim through the book as a whole, selecting those activities to read and study which best apply to your subject area and student age level.

> You will find that the teaching activities have been written in a format which matches specific goals of school subjects (A) with career education concerns. (B) In most cases, the length of time estimated for teaching the activity is given, along with a listing of essential resource materials. (C)
>
> You will note that many of the DELLA Statements (D) listed under the "Career Education Focus" column do not specifically apply to job training or careers. This is because the overall developmental approach of career education has been aimed at the whole student, rather than merely orienting the student to a job that may or may not be chosen.


TITLE:
SUBJECT:
GRADE LEVEL:
CURRICULUM FOCUS:
CAREER EDUCATION FOCUS: (DELLA Statement)
(A)
(B)
ESTIMATED CLASS TIME:
ESSENTIAL RESOURCES:
(C)
(D)
INSTRUCTIONAL PROCESS:

After you have scanned the book as a whole and studied a few examples, pick one or two you feel would best suit your teaching and try these in class. Afterward, evaluate them both in terms of stimulating student interest in the subject material, as well as increasing student awareness of the importance of this material in their lives and in the functioning of society.

Using some of the activities in class will prepare you for writing your own. Consult the Appendix for a complete list of DELLA Statements and study "Background in Design." It describes the comprehensive approach to career education used in the Career Development Education Model, from which the DELLA Statements were generated.

By using the format shown on these pages, the list of DELLA Statements and the sample activities, it is our hope that this guide will serve to help you develop fluency in teaching career education to your students, as well as giving them a sense of the importance of this material in their own lives.

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HEADLINES

LANGUAGE ARTS

CURRICULUM FOCUS:

1. To point out some of the sources of present and future identity .
2. To understand that identity is not only a personal concept but also involves our relationship to other persons, groups, constitutions, etc.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#06 Understand and use the concept "role"
#08 Develop a positive self-concept
#09 Recognize that development of self is constantly changing

ESTIMATED CLASS TIME: 1-2 class periods

ESSENTIAL RESOURCES:
Imagination and Insight

INSTRUCTIONAL PROCESS:

Present students with the following situation: You are on a camping trip with friends and you become separated from the group. The group looks all night but still cannot find you. The headlines of the local papers are dedicated to your mishap.

You are to write one headline that identifies who was lost yesterday. (Use your name only if you are well-known enough around your area that most readers would know you). In other words, what would the editors of the papers say in the headline that would indicate who was lost so as to best attract the attention of the readers?

Collect the headlines and read a few of them out loud (without reference to who wrote them, if at all possible).

You will find some headlines which show a rather strong sense of identity, in terms of roles at least (Example: "Star Athlete Missing," "Central Honor Student Lost," etc.).

Others will be identified only in terms of someone else. ("Mayor's Son Missing," "Search Continues For Local Minister's Son," etc.).

Some will be even less descriptive, identifying with such things as school ("Central Student Missing"), age group ("Local Teenager Missing") or community ("Jonestown Boy Missing").

Still others will be lacking in anything precise ("Girl Missing In Camping Trip").

These headlines are an excellent opportunity to examine identity through our membership in groups, the roles we play, or our association with others. Some of these can then be listed as sources of identity. We can identify with:

School
Community
Religion
Race
Sex
Occupation
Achievement
Age
Our relationship to others
Etc.

This last one is especially worth examining. How many of us can be identified primarily only in terms of our relationship to husbands, fathers, mothers, etc? This may be especially true of women who develop what is called "contingent identity"-(based on someone else) rather than a real personal identity of their own.

If time permits you may extend this exercise by asking what kind of headline would be written 10 years from now. How many students would be identified only as "Former Something Or Others"? Or do students show forward-looking identities?

Other areas can also be examined such as the reasons for our lack of willingness to identify with or our unwillingness to share an identifying commitment to such things as our school, community, religion, sex, etc.

PERSONAL DIARY

LANGUAGE ARTS/WRITING

CURRICULUM FOCUS:

1. Writing skills
2. Perceptive skills

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#02 Develop knowledge of unique personal characteristics
#09 Recognize that development of self is constantly changing

ESTIMATED CLASS TIME: Variable

ESSENTIAL RESOURCES:
paper, pencil

INSTRUCTIONAL PROCESS:

This activity can be used for any length of time but the recommendation is that the students participate in it for at least a semester.

The students are instructed to keep a daily journal, write on the most exciting happening of the day and to write one to two hundred words only. They are encouraged to be honest and sincere in writing each of their entries. The three basic guidelines of the journal include:

1. the students must try to be specific
2. they must use vivid words
3. they must try to recreate their own feelings

Stressed is the fact that these journals are personal and will not be read by the teacher unless asked. The student will be given credit according to the number of days they did not miss. Periodically, a class discussion should disclose student progress in this activity and, at the end of the assignment, time for an in depth discussion should be allowed. The focus at this point should be on the students' ability to see the changes in both their writing skills and in their perceptive qualities. Ask them to write a short paper summarizing the thoughts, feelings and changes that they recorded in their logs.

Supplemental Resources: The World of Communications: Visual Media. A performancebased program of learning experiences useful in daily living and careers in communications. Flexible program for 6 through 36 weeks. Seven units. Individualized instruction. Cost: All estimated. Manual $3.00, teacher guide $15.00, text $8.00, transparencies 80 for $235.00, eleven filmstrips with sound $145.00. McKnight Publishing Comapny

PERSONAL COMPOSITIONS

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Practice writing compositions involving self-awareness

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

2 Develop knowledge of unique personal characteristics
#30 Realize: work is an integral part of the total life style
#64 Understand interrelationships: leisure time/one's career
#66 Develop positive attitudes toward value of leisure time

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:
Paper, pencil, eraser, chalkboard

INSTRUCTIONAL PROCESS:

(1) Discuss and brainstorm the meaning of the following six topics.

(2) The areas for discussion and writing are as follows:

a. Name, address, previous residences, family members and pets
b. Hobbies, use of leisure time
c. Interesting experiences (with family, friends, alone, or any others)
d. Special dislikes, fears
e. Future "hopes" (could include anything one hopes to do, places to visit)
f. Career plans (if undecided, list areas of career interest)

(3) After discussion each student will develop a first draft composition based on these six areas. Upon completion of this, the final copy will be prepared.

(4) Emphasize the basic function of the paragraph and the need for developing the six topics in separate paragraphs.

(5) Outgrowths of activity:

Prepare a spelling list based on words incorrectly spelled on compositions. Also, include list of positive and negative points from compositions to clarify mechanical and thought processes. Discuss these lists with students.

THE NEXT TWENTY-FIVE YEARS

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

1. Reading comprehension
2. Writing

CAREER EDUCATION FOCUS:
(DELLA Statement)

#07 Develop an understanding of the concept "life style"
#09 Recognize that development of self is constantly changing

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Paper, pencil, article-"Next 25 Years--How Your Life Will Change," United States News and World Report, March 22, 1976

INSTRUCTIONAL PROCESS:

Prior to this lesson, the students should be instructed to read the article and to summarize the changes the author envisions in each of the specific areas.

As the lesson begins, each of the specific areas in the article is written on the chalkboard. Then the students are responsible for briefly characterizing these areas which include: Jobs, homes, women, street crime, children, families, elderly, politics, race, and the rest of the world. When all of these have been individually discussed the students are asked the following questions:

What implications do these areas have in terms of your tentative career aspirations?

To what extent do you think the author is accurate in his perceptions? Why?

FUTURE JOB SHOCK

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

1. Thinking and decision-making processes

CAREER EDUCATION FOCUS:
(DELLA Statement)

#15 Be aware of multiplicity of skills, knowledge in education
#24 Understand variety and complexity of occupations and careers
#35 Be aware of the value of acquiring marketable skills

ESTIMATED CLASS TIME: One or two periods

ESSENTIAL RESOURCES:
Pupils and teacher

INSTRUCTIONAL PROCESS:

Sometime, when you have completed a unit and have only a day or two left in a grading period (or a week), take a "rap" break and discuss "Future Job Shock" with the class.

Begin the session with this question: "Do you think your father/mother is/are happy with his/her job? There should be both positive and negative responses. Try to sort out why some people like their jobs and others don't. Why don't the ones who dislike their jobs, change jobs? This should leave an opening for you as the teacher to point out that few people have the skills necessary to change jobs.

Once this has been done, ask students to list at least five things they like to do; then have them find out if there are jobs which involve these things. If they have difficulty making such a list, try to help them. Perhaps the school counselor or local employment person could give aptitude tests and then show the students their most likely potentials.

The important point of this rap session is to make the students aware that they should cultivate all their potential so that their job skills will allow them more choice in fields they might enjoy.

A DAY IN THE LIFE OF A -----

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

1. Creative writing
2. Changing world

CAREER EDUCATION FOCUS:
(DELLA Statement)

#16 Understand need for continuing education in a changing world
#47 Develop a receptivity for new ideas/exploration of new ideas

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Paper, pen

INSTRUCTIONAL PROCESS:

Provide the students with the following instructions:

1. Place yourself in the future (2001) and assume you have graduated from high school or had further education.

2. Select a career in which you are interested now and picture yourself working a typical day in this job.

3. Think a little more, then write a composition with yourself as the topic.

4. Include answers to the following questions in your composition:

   a. What type of work do you actually do?
   b. Where are you?
   c. Do you need special equipment?
   d. What kind of people do you deal with?

5. Composition should be about three paragraphs long and cover details of the entire day of your work.

OUR WRITING STYLES

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

1. Develop skills in presenting one's feelings and ideas through writing

CAREER EDUCATION FOCUS:
(DELLA Statement)

#8 Develop a positive self concept
#11 Develop tolerance/flexibility in interpersonal relationships
#15 Be aware of multiplicity of skills, knowledge in education

ESTIMATED CLASS TIME: 6-9 weeks, or a full marking period-40-45 minute classes

ESSENTIAL RESOURCES:
Basic text--Building Better English, Literature book, Themes and composition of previous classes to serve as models. Published examples of different writing styles

INSTRUCTIONAL PROCESS:

(1) Read and discuss with pupils various types of composition. For example, short story, limerick, poems, epitaphs, epigrams, and basic themes. From time to time, assign each type to be practiced. These should be evaluated and returned to student with suggestions for improvement and revision.

(2) Discuss the value of a combined class project and the merits derived from it.

(3) Decide upon the styles to be used. Select from previous work handed in or else assign specific styles to be worked on by students. Each student should submit at least one of each type (style) of writing within a given time.

(4) Have class read aloud their compositions and then vote on the best ones to be used in the booklet.

(5) Enlist the aid of students in the class to edit, type up and illustrate the material. This can be done by committees or by individuals. It is important that everyone in class contribute something to the booklet and receive credits in the table of contents.

(6) As a class, lay out the format, together with the title, table of contents, credits, introduction and epilogue.

(7) Amass all materials, type out, edit and assemble booklet as a class.

(8) Distribute booklet to each student and any other persons you feel would enjoy or benefit from it.

Example:
Principal
Department chairperson
Other English teachers
Another class

(9) Discuss the experiences gained from doing this booklet.

Conclusion: Students should develop an awareness of each others needs and take pride in their accomplishments as an individual and as a group.

GRAMMAR IS ABUSED

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Thinking (analyzing)
2. Writing
3. Demonstrating relevance of English skills to future use in possible careers

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#17 Recognize role of education in career and life goals
#21 Recognize relationship: school environment/larger society

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Paper, pencil attached article

INSTRUCTIONAL PROCESS:

Previous to this class the students were provided with copies of the attached article "Grammar Is Abused." They are instructed to read it and to respond to the following questions:

1. What idea is the author making?
2. What facts does he use to substantiate it?
3. To what extent do you agree or disagree with it?

The class consists of an oral discussion which focuses on the three assignment questions. The teacher lists the students' main responses on the chalkboard and he asks questions about each so that the class will scrutinize all responses. After the three questions have been adequately explored, a culminating questions is posed:

> To what extent will you use English skills in your tentative career choice? As the students respond, the teacher should show the significance of the mastery of English fundamentals.

GRAMMAR IS ABUSED

By Sydney Harris

Leaving politics quite aside-for as my readers know, I have staked out other fields of interest for my professional concern-the most appalling aspect of the whole Watergate inquiry was the low level of literacy it revealed among interrogators as well as witnesses.

I have rarely heard such poor English spoken publicly by presumably educated men, most of them lawyers. Almost every grammatical and syntactical sin in the book was committed daily-and some of the barbarisms and solecisms were almost painfully repetitious.

Everyone by now has commented on the "at this point in time" and "in that time frame," and other such obvious phrases of ponderous jargon. But I am not even speaking of such officialese-what shocked me was the lack of rudimentary good English to be heard in those hearings.

"He invited my wife and I to dinner," says a former Attorney General of the U.S. "It was a meeting between the four of us," says another highly placed official, a graduate of one of America's most illustrious universities.

Cases, tenses, moods, agreements, antecedents, all were grossly violated by Senator and spy alike. Participles were either unattached or redundant, sentences were uttered that made Gen. Eisenhower's prose seem loftily Ciceronian. Nor was it merely that the witnesses were nervous; their interrogators were equally tortuous and ambiguous in their questioning.

Now is all this simply a snide sort of intellectual snobbery on my part? I think not, and hope not. For, when the laws of a language are violated and ignored, when turgid phrases and muddy sentences are condoned, it then becomes too easy to slip from correctness not into incorrectness-but into evasion, half-truth, and eventually the kind of sinister euphemism that refers to bombing of defenseless civilians as a "protective strike" instead of the wicked thing it actually is.

And I am convinced that it is our national indifference to language and its humane use (which is why it is part of the "humanities" in school) that culminates in a White House press secretary being able to dismiss a prior statement as being "inoperative." What this word really meant in that context was, "Don't believe what I told you then-believe what I tell you now."

To permit anyone to get away with such a blatant deception by waving the magic wand of "inoperative" is to abandon our responsibility as guardians of law and morals as well as of language. Once we begin to tolerate, or overlook, sloppy usage in language, our whole system of human communication becomes vulnerable to the vilest manipulation. It is not the snob who would preserve good form, but the true democrat, who knows, like Confucius, that "corrupt government begins with the use of the wrong word."

UN-RULES FOR WRITING

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Writing skills
2. Thinking skills

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#22 Acquire skills, good work habits in preparing for a career

ESTIMATED CLASS TIME: Two periods

ESSENTIAL RESOURCES:
Study sheet (attached), pencil

INSTRUCTIONAL PROCESS:

Day one--The students are asked: How many of you plan to use a basic writing skill some day? For what instances? Do you think some basic guidelines exist that would prove beneficial? Why?
At this point the study sheet is distributed and each of the thirteen items is discussed not only from its humorous aspect but also from its writing problem. The students are then asked to write their own in the provided space for the next class meeting.

Day two--The entire class is spent by compiling a list of the student Un-Rules. As each is given, it is discussed and accepted or rejected by the class. A student is then designated to put these on a ditto master for future distribution.

The supplementary resources may include any appropriate grammar or usage textbook.

Supplemental Resources: Career Education Clusters. Part 3. Includes four sound/color filmstrips and teacher guides. Cost: $69.50 (estimate) Westinghouse Learning Press

ENGLISH II NAME______________________________

WRITING

UN RULES FOR WRITING

1. Don't use no double negative.
2. Make each pronoun agree with their antecedent.
3. Join clauses good, like a conjunction should.
4. About them sentence fragments.
5. When dangling, watch your participles.
6. Verbs has to agree with their subjects.
7. Just between you and I, case is important too.
8. Don't write run-on sentences they are hard to read.
9. Don't use commas, which aren't necessary.
10. Try to not ever split infinitives.
11. It's important to use your apostrophe's correctly.
12. Proofread your writing to see if you any words, out.
13. Correct spelling is esential.

Others:

These Un Rules were reprinted from: Harper Dictionary of Contemporary Usage, Morris, William, 1975 Harper and Row

WORD SENSITIVITY

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Vocabulary Sensitivity

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#35 Be aware of the value of acquiring marketable skills

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Paper, pencil, Thesaurus, Dictionary

INSTRUCTIONAL PROCESS:

Previous to this class, the teacher had discussed the importance of work sensitivity. He stresses the significance of being sensitive to the words one reads so that he is better able to express himself more precisely and more vividly. Finally, the teacher explains that this activity is geared towards helping the students to develop this greater awareness of the power of words. A list of very plus an adjective is orally dictated to the students and they are instructed to generate at least two synonyms for each (Example below). At least twenty should be included in the list.

This class then focuses on the student responses. As they orally offer their synonyms, a student writes each on the chalkboard and the list is examined by the class. The students then determine the words which are the most vivid, concrete, and precise.

Sample List

1. Very Big
2. Very Small
3. Very Smart
4. Very Dull
5. Very Warm
6. Very Hot
7. Very Cold
8. Very Lazy
9. Very Industrious
10. Very Pretty

Supplemental Resources: Character Cards. Set includes 40 plus instructions. Color, illustrated cartoons. Personality types. Cost: $2.95 (estimate) Pennant Educational Materials

EMOTIONAL WORDS

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Vocabulary
2. Word sensitivity
3. Literature study

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#38 Develop entry level skills in area of occupational interest
#39 Develop vocabulary for stating and identifying personal goals

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Paper, pencil, appropriate literary work

INSTRUCTIONAL PROCESS:

Prior to the beginning of this activity, the teacher discusses the significance and the necessity of becoming sensitive to words in print and how the author used these words. Then the students are asked to write one word which best summarizes the mood of a short story, such as, "The Fall of the House of Usher" by Edgar Allen Poe. The students then list all the words from the literary work which contribute to the establishment of this emotion. When the students are finished, several of them are selected to write their selections on the chalkboard. These lists are then scrutinized to determine whether or not each word does develop the indicated emotional effect.

SPELLING SKILLS

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Spelling

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#22 Acquire skills, good work habits in preparing for a career

ESTIMATED CLASS TIME: Several periods depending on the number of words.

ESSENTIAL RESOURCES:
List of spelling demons, paper, pencil

INSTRUCTIONAL PROCESS:

At the beginning of this continuing activity, the teacher impresses the importance of a spelling skill. No matter whether or not a person is planning to persue a higher education, he will use this skill. The basics of this activity are then explained. The basis of this weekly exercise is a list spelling demons or those words which are most frequently misspelled on your papers. Each week in a diagnostic list you will spell 20-25 words and by doing this, you will know which ones you can't spell. One week subsequently, you will again be given the words and, to pass the test, you must demonstrate 100% mastery. If you miss one or more words, you must retake the list with a student who had passed it. When you have passed the test, you submit all of the ones needed to show mastery. Finally, these lists are cumulative and you are responsible for all the previous words.

Supplemental Resources: Career Directions. Four kits designed to help students analyze their interests, skills,aptitudes. Each kit self-contained and may be used for individualized instruction. Includes filmstrips/sound, books, spirit masters, guides. Cost: $275.00 for all four kits (estimate) Changing Times Education Service

COMMITMENT

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

1. Writing skills

CAREER EDUCATION FOCUS:
(DELLA Statement)

#20 Develop basic attitudes needed for entry/success in a career
#21 Recognize relationship: school environment/larger society

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Paper, Pencil

INSTRUCTIONAL PROCESS:

This activity should be used during the first several days of a class, preferably the first one.

The students are given paper, asked to write their names in the right hand corner and indicate their tentative aspirations after graduation from high school. At this point they are instructed to answer the following question in several sentences: What do I expect to get out of this course? or What skills or knowledge do I hope to gain? They are told to be precise, clear and coherent in developing an answer to this important question. When they are finished, they are then asked to define commitment.

After proofreading both sections, the students generate synonyms for commitment and these are written on the board. They are asked: Can you find any relationship between these two activities? Stressed is the importance of devotion, dedication and loyalty on the part of the student to accomplish what he wants to receive from the course.

At this point discussion centers on another question: What relationship can you see between your definition of commitment and future career goals?

To what extent will this attitude be important in your life?

Supplemental Resources: Adolescent Experienced Series. Filmstrips with cassettes or records and teacher guides. Cost: $48.50 (estimate) Guidance Associates

WORD - WISE

LANGUAGE ARTS	SENIOR HIGH
CURRICULUM FOCUS:	CAREER EDUCATION FOCUS: (DELLA Statement)
1. Vocabulary skills 2. Writing activity 3. Oral communication	#23 Acquire vocabulary for describing the world of work #67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:

1. Vocabulary terms for world of work; dittos
2. Paper, pencil
3. Familiarity with game - "Password"

INSTRUCTIONAL PROCESS:

For a homework assignment, present to students a vocabulary list of terms used in the world of work (in general). Terms such as these may be a starting point: application, references, employer, employee, wages, benefits, salary, union, contract, management, labor, profession, administration, staff, etc. Have students define these terms using a dictionary.

Day One - Arrange the class in small groups. Ask each group to prepare a dramatization of a brief scene, during which these terms from the vocabulary list are mentioned. Some general ideas might include the following:

1. A telephone conversation
2. An interview for a job
3. A union meeting
4. An income tax preparation
5. A conversation between co-workers during a coffee break

Day Two - Have students dramatize their scenes for the class. Evaluation may include: number of terms employed in the presentation, correct spelling and use of the terms, and creativity of the presentation.

On a later date, teachers might wish to modify and utilize the popular TV game - "Password" - in which the student who guesses the word must also spell the word correctly before points are awarded.

PICTURE FRAME PARAGRAPHS

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

1. Writing skills
2. Speaking skills

CAREER EDUCATION FOCUS:
(DELLA Statement)

#60 Be able to use economic information in decision-making
#61 Acquire basic consumer skills

ESTIMATED CLASS TIME: Five classes

ESSENTIAL RESOURCES:
Paper, pencil, ditto masters

INSTRUCTIONAL PROCESS:

The basic characteristics of a picture frame paragraph are discussed, explained and illustrated. For example, the structure consists of four to seven sentences with the first one acting as the topic and the last one acting as the clincher. The other two to five sentences serve as the body whose function is to show the picture or the details of what the writer is presenting. The students are then to compose on their own about some financial problem they might expect to occur in the future. They must write at least one paragraph and not more than three to present fully their hypothetical situation. Each student writes his problem on a ditto master. They are then distributed to the class and each student must select at least three for which he writes one-paragraph solutions. The entire class discusses each problem not only in terms of valid solutions but also in terms of the main characteristics of writing which establish clarity, coherence, and unity. The students' written solutions are handed in at the end of the oral discussion.

Supplemental Resources: Awareness: Insight Into People. Includes filmstrips, records, case studies, game and teacher guide. Designed to improve understanding of self and others. Cost: $11.50 (estimate) J.C. Penney Co., Inc., Educational and Consumer Relations

CAREER PARAGRAPHS

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Writing paragraphs and topic sentences
2. Develop vocabulary

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#14 Understand interrelationship between education and work
#26 Determine characteristics/ qualifications of occupations
#39 Develop vocabulary for stating and identifying personal goals
#22 Acquire skills, good work habits in preparing for a career
#23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME: Three weeks

ESSENTIAL RESOURCES:
Tape recorder, blank tapes, a list of words reflecting a trade, career vocabulary, transparencies illustrating paragraphs, attached worksheets

INSTRUCTIONAL PROCESS:

With a discussion of the various careers or trades preceding this lesson, each student is to prepare a list of specialized words and their definitions suitable to his chosen field. The teacher should "sign out" two tape recorders and blank tapes (three tapes for the average-sized class.) Once the spellings and definitions have received a final check from the teacher, the students, working independently or with two or three others, will say the word into the recorder, leave some blank tape-space, then spell it and give the definition. He will then use this tape to learn the spellings and definitions of these words. Finally he will use it to test himself at the end of the week, either working independently or pairing off with someone else.

After defining a paragraph and properly selecting and limiting a topic with the aid of transparencies, the student is given the Paragraph Topic Worksheet #1. After completing this sheet with much individual help, the student continues to centralize his concern by completing the Paragraph Topic Sentence Worksheet #2 and the Paragraph Plan Statement of Purpose Worksheet #3. The teacher interjects explanations of "statement of purpose" and "clincher sentences" and moves from desk to desk continually. The student finally writes the rough draft and then fills out the Self-Analysis Check Sheet before writing the final copy.

Three paragraphs are written before the study is complete. There is less supervision each time until the last is entirely the student's own work. This final paragraph should incorporate the vocabulary which the student learned during the first activity.

PARAGRAPH TOPIC WORKSHEET #1

Name____________________ Date ______________

Directions: Three general subjects are listed below. Phrase 3 questions and appropriate answers for each as a means of arriving at a topic for your paragraph.

A. General subject: Sports

1. Question ____

____

Answer ____

____

2. Question ____

____

Answer ____

____

3. Question ____

____

Answer ____

____

B. General subject: Money

1. Question ____

____

Answer ____

____

2. Question ____

____

Answer ______________________________

____

3. Question ______________________________

____

Answer ______________________________

____

C. General subject: Styles

1. Question ______________________________

____

Answer ______________________________

____

2. Question ______________________________

____

Answer ______________________________

____

3. Question ______________________________

____

Answer ______________________________

____

PARAGRAPH TOPIC SENTENCE WORKSHEET #2

Name________________________ Date_____________________

Using the topic worksheet containing questions and answers for the general subject areas, phrase a topic sentence for each of the three general subject areas. Your topic sentence should be derived from the questions and answers.

A. General subject: Sports

Topic sentence: ____

B. General subject: Money

Topic sentence: ____

C. General subject: Styles

Topic sentence: ____

PARAGRAPH PLAN, STATEMENT OF PURPOSE WORKSHEET #3

Name____________________________ Date ________________________

From the preceding worksheet on topic sentences choose one of the three topic sentences (one that your teacher has checked as being correct). Develop for that sentence a paragraph plan and a statement of purpose.

General subject: ____

____

Topic sentence: ____

____

Paragraph plan

Subtopic 1. ____

Subtopic 2. ____

Subtopic 3. ____

Statement of purpose: ____

____

____

Self-Analysis Check Sheet

Name______________________________

Title______________________________

Date______________________________

1 indicates poor; 7 indicates excellent. Determine where on this scale your work falls.

	7	6	5	4	3	2	1
1. Are you writing about one specific subject?							
2. Does your topic sentence have a subject and an expressed attitude?							
3. Have you successfully eliminated all irrelevant, non-supporting ideas?							
4. Have you included a clincher sentence?							
5. Do topic sentences and clincher sentences match one another?							
6. Does your paragraph follow the paragraph plan?							
7. Is there an obvious ordering of ideas?							
8. Have you included enough details to make the paragraph complete?							

WRITING NOT JUST FOR WRITING'S SAKE

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Writing
2. Self expression

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#1 Develop vocabulary of self-characteristics
#2 Develop knowledge of unique personal characteristics
#3 Understand relationship: self-characteristics/performance
#4 Understand that personal characteristics can be changed
#5 Recognize relationship: self-characteristics/decision-making
#6 Understand and use the concept "role"
#7 Develop an understanding of the concept "life style"
#8 Develop a positive self-concept
#9 Recognize that development of self is constantly changing

ESTIMATED CLASS TIME: 30 minutes

ESSENTIAL RESOURCES:
Paper, pencil

INSTRUCTIONAL PROCESS:

The teacher will assign a theme to be written in class. The writing may be done at the premature end of a lesson, in conjunction with material discussed in class, or the whole class period may be devoted to the theme.

The assigned topic is very important. The student should feel that the main purpose of the theme is to evaluate his writing skill. This tends to prohibit the students from being "phony" in their writing. The shorter time limit also aids the lesson because the student is more likely to think quickly and, therefore, honestly.

Some topics to be used might be the following:

1. Me as seen by Me
2. Complaints
3. My Proudest Moment
4. Monday Morning Blues
5. If I Was a ________

The student also practices his writing as a form of expression but more importantly, he thinks about himself as a person.

WRITING AUTOBIOGRAPHIES

LANGUAGE ARTS/WRITING

SENIOR HIGH

CURRICULUM FOCUS:

1. Practice in writing autobiographies

CAREER EDUCATION FOCUS:
(DELLA Statement)

#09 Recognize that development of self is constantly changing

ESTIMATED CLASS TIME: Two periods

ESSENTIAL RESOURCES:
paper, pencils

INSTRUCTIONAL PROCESS:

Writing autobiographies can help develop self-awareness. In writing an autobiography include each of the nine (9) topics below. Discuss and brainstorm each before writing.

1) One person: What person has had a great influence on your life--father, girlfriend? What moments show this influence?
2) One sport: What experience with football, basketball or some other sport has made a deep impression on you? How did it influence your life?
3) One summer: How did one summer change you? How did it influence your life?
4) One day: What day was the most important in your life? What day was full of fun, emergencies, sadness? You may want to describe several moments of one day and why they were important to you.
5) One fear: Each of us had had a fear as a child. At what moment was this fear the strongest? In what way has this fear changed or disappeared?
6) One death: Have you had an experience connected with death? Perhaps a death of a friend, a pet, or even a stranger. What moments connected with the death do you remember most? What special meaning did you derive from this experience?
7) One pet: How did you get the pet? Describe the first moment of your meeting. What did the pet look like? What moments were the most delightful?
8) One hope or dream: What hope or dream for the future do you have? Would you like to have a certain job? What have you noticed about the job as you watched others doing it?
9) One place: Everyone has spent many happy times in one place--such as a farm, a cabin, a porch, a kitchen, a living room, a school room. What moments in this place do you remember most joyously?

Supplemental Resources: Living with Dying. Two filmstrips with cassettes. Cost: $45.00(estimate) Sunburst Communications, Inc.

ESSAY-"SCHOOL IS MY JOB"

LANGUAGE ARTS/WRITING

CURRICULUM FOCUS:

1. Essay writing
2. Development of oral and written communication skills

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#14 Understand interrelationship between education and work

ESTIMATED CLASS TIME: One to two class periods

ESSENTIAL RESOURCES:
pencil, paper

INSTRUCTIONAL PROCESS:

Have each pupil write a short essay on the topic "School Is My Job." The topic should be approached in terms of possible rewards, working conditions, job requirements, personality traits and attitudes needed for success, etc. The students can approach this topic seriously or humorously.

Share these stories in class. Afterwards, discuss in what ways school might be similar to jobs students may hold in the future. For example--Working conditions (sitting at a desk in an office job, as editor, journalist, secretary, researcher, etc.); Skills utilized (writing, reading, mathematical, or communication skills); Personality traits or attitudes needed (responsibility, endurance, etc.). Explore the idea that school is a place to learn more about oneself so as to be better able to choose a career. Ask the students to think about what they have learned about themselves and how that affects their caree plans or choices.

Supplemental Resources: Career Development Series. Eight filmstrips with cassettes or records and teacher guides. Cost: $148.00 (estimate) Guidance Associates

WHAT I NEED TO BE SUCCESSFUL IN MY CAREER

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Writing skills
2. Developing of oral and written communication skills
3. Self evaluation of attitudes and/or skills

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#03 Understand relationship: self-characteristics/performance
#11 Develop tolerance/flexibility in interpersonal relationships
#12 Develop the necessary socialization skills
#22 Acquire skills, gook work habits in preparing for a career

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Paper
Pencil
Handout - How to put the "B" on success. (Attached)

INSTRUCTIONAL PROCESS:

1. Have each student write a short essay or list the factors that he or she thinks are the most important contributing factors to a person's success in a career.

2. Let those students that care to share their ideas with the class read their lists.

3. Have each student place a priority on their list by placing the number 1 in front of the most important, a 2 in front of the next important, etc.

4. Have the student place a circle around the priority number that he thinks he or she possesses.

5. Hand out the "How to put the "B" on success".

NOTE: No student response required here. Except any student that wishes to comment.

6. Ask the students to look over the handout and invite their attention to the last two lines.

7. The career that you choose will probably demand all of these attributes. Each different career will require different degrees of these personal traits.

8. Personal attitudes and skills may dictate the career you choose if you are to "B" successful.

HOW TO PUT THE "B" ON SUCCESS . . .

B

. . . . .ADVENTUROUS
. . . . .ENTHUSIASTIC
. . . . .INVENTIVE
. . . . .AMBITIOUS
. . . . .INTELLIGENT
. . . . .TRAINED
. . . . .COOPERATIVE
. . . . .FLEXIBLE
. . . . .FAIR
. . . . .GOOD HUMORED
. . . . .PATIENT
. . . . .OPTIMISTIC
. . . . .INDUSTRIOUS
. . . . .CREATIVE
. . . . .ACCURATE
. . . . .NEAT
. . . . .DEPENDABLE

4 SQUARE

If you make a mistake, be big enough to admit it.

How many of these qualities can we honestly say we have? Let's check up. How many other "B's" should be listed?

LEISURE FOR PERSONAL FULFILLMENT

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

1. Defining terms
2. Writing with preciseness

CAREER EDUCATION FOCUS:
(DELLA Statement)

#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: Three 45 minute periods

ESSENTIAL RESOURCES:
Dictionary of Occupational Titles, Occupational Outlook Handbook.

INSTRUCTIONAL PROCESS:

Activity one: Begin with a class discussion to help students define leisure. Some questions to be included in this discussion are: Is your leisure time dependent upon your career? Are your leisure activities dependent upon how much money you have? How would you plan leisure time to provide variety in your life experiences? (exclude travel, unless there is another purpose). Do you think you could create a leisure time activity? Explain. Is leisure time work, play, or neither?

Activity two: Individuals or small groups will prepare a brochure for a career in a "leisure" business. Items to be included:

1. Return for efforts
2. Enjoyment
3. Compensation
4. Worth to society
5. Cost
6. Location (general)

Activity three: The class will criticize brochures in terms of timelines, accuracy, truth in statements, probable amount of routine work for those who work, probable enjoyment for those who "buy" the leisure time activity, creativity.

EXPOSITORY WRITING CAREERS

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Expository writing is a skill which can lead directly to a variety of careers.
2. Expository writing is handled in a variety of ways to suit the purposes of the media and the message being conveyed.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#35 Be aware of the value of acquiring marketable skills
#46 Recognize the need for making a meaningful career choice

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

Discuss the differences between creative writing and expository writing. Have students collect samples of expository writing as it is handled by different types of professional writers and discuss samples on the basis of category criteria (advertising, journalism-essay, review, editorial, straight reporting, political coverage, etc.). Discuss ways writing is handled in various media-newspaper, radio, TV. Have students pick an area of interest and investigate salaries, job entry, special skills, interests, promotion into related areas, etc.

REPORT WRITING

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

1. Thinking, organizing, and writing skills.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#22 Acquire skills, good work habits in preparing for a career

ESTIMATED CLASS TIME: One class

ESSENTIAL RESOURCES:
Paper and pen

INSTRUCTIONAL PROCESS:

After the teacher has instructed the class on what report writing entails, assign a report. The report is to be about the students' favorite school sport (whether or not they participate). Describe the season, evaluate the team, predict its future. The teacher may choose any topic.

Now discuss when one might be required to write reports in a job situation. Some suggestions are listed below:

1. To describe machines or apparatus.
2. To explain processes.
3. To get the facts.
4. To interpret a situation.
5. To check offices, businesses, plants (executives, supervisors, department heads, lab technicians, managers, bosses, secretaries, councilmen, committees, firemen, etc.).
6. To report progress (after opening a new store, shop, gas station)
   a. What has been done?
   b. What is the present situation?
   c. What are the future plans?
   d. Etc.

Reports should be presented in a neat form; clearly, correctly and interestingly written.

OCCUPATIONAL STORIES

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

1. Writing stories

CAREER EDUCATION FOCUS:
(DELLA Statement)

#15 Be aware of multiplicity of skills, knowledge in education
#24 Understand variety and complexity of occupations and careers

ESTIMATED CLASS TIME: One (or more) class periods (45 min.)

ESSENTIAL RESOURCES:
List of job clusters, Dictionary of Occupational Titles, Occupational Outlook Handbook.

INSTRUCTIONAL PROCESS:

In conjunction with a unit on Composition, the following activity may be conducted.

Give students practice in composing one-minute "Occupational Stories." Group students by ten and have them select a particular occupation to write about. (Give them time to discuss the occupation). Call on one student to come to the chalkboard to write for one minute about the occupation. At the end of one minute, the student is asked to stop and another student is asked to continue writing the story for one minute. The process continues until nine students have written. The tenth and final person must write a conclusion to the story.

Ask the class to examine the sentences for content. Then answer these questions:

"Do you understand what was meant?"
"Did the occupation seem to be interesting?"
"Would you like the job?"

Select activities from a list of jobs (or from clusters of jobs).

Industrial Production
Office occupations
Service occupations
Education occupations
Construction
Transportation
Scientific
Health
Repair
Art, design, communications

IDENTIFYING CHARACTER TRAITS

ENGLISH

CURRICULUM FOCUS:

1. Improving communication skills
2. Increasing social awareness
3. Use of biographical references

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

1 Develop vocabulary of self-characteristics
2 Develop knowledge of unique personal characteristics
#10 Develop a sensitivity toward and an acceptance of others

ESTIMATED CLASS TIME: Three sessions

ESSENTIAL RESOURCES:

3 x 5 cards, pins, biographical resources.

Supplementary Resources: In preparation for this activity students should be reminded to refresh their memories of biographical readings or drama with which they are familiar, or to read one if they can't remember.

INSTRUCTIONAL PROCESS:

Session One: Teacher groups class for a discussion to identify as many personal traits as they can. Each trait should be defined or described so that all students understand each trait.

Session Two: Discussion based on traits defined during the first session. The groups will prepare descriptions of persons, not names, who have a dominance of those traits. Identify the occupations persons with each dominate trait would likely be interested in.

Session Three: Each person will be given a 3 x 5 card and a pin. On the card, and without showing anyone else, each student will write five words. Each word is to describe something that student likes to do. Each word ends in "ing". The name the student prefers to be called is in the center. The other five words are scattered around the card. Writing should be large enough to be read 4-5 feet away. Each student pins the card on clothing. All students stand and without talking, walk about the room looking at every other card. Remember no talking. Five to ten minutes will suffice. All sit down. Discuss the unexpected words used by students to tell what they like to do. Were there any surprises?

Concluding Activity: Students will spend a few minutes thinking about what they have learned from the first three sessions.

Ask students to respond, in writing, to two or more of the following:

1. I learned that I . . . .
2. I realized that I . . . .
3. I noticed that I . . . .
4. I discovered that I . . . .
5. I was surprised that I . . . .
6. I was pleased that I . . . .
7. I was displeased that I . . . .

Students may volunteer to comment to the class about any of the above. Students may turn in the papers. No one is required to share conclusions.

Supplemental Resources: An Introduction to Values Clarification. Includes FORUM magazine reprint, seven folders containing transparencies, worksheets, flash cards, poster. Cost: $8.75 (estimate) J. C. Penney Company, Inc., Education and Consumer Relations

WRITING A RESUME; MOCK JOB INTERVIEW

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

1. Written skills
2. Oral communication skills

CAREER EDUCATION FOCUS:
(DELLA Statement)

#06 Understand and use the concept "role"
#08 Develop a positive self-concept
#17 Recognize role of education in career and life goals

ESTIMATED CLASS TIME: Five periods

ESSENTIAL RESOURCES:
paper, pencil

INSTRUCTIONAL PROCESS:

Provide the basic information and categories in a resume. According to each students' projected career aspirations, he composes his own resume which follows the given format. The final activity is a role-playing situation in which one student plays the interviewer and the other one the interviewee. the verbal exchange between the two students is based on the facts in the resume and the rest of the class indicates whether or not the person recieve the job and why. All the students have an opportunity to participate in both roles.

You may want to invite a potential employer in to "interview" students.

Supplemental Resources: Career Directions. Includes filmstrips, books, spirit masters, transparencies, teacher guides. Designed to help students analyze interests, skills, aptitudes, career options. Cost: $275.00 (estimate) Changing Times Education Service

RESUMES

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

1. Writing a coherent resume
2. Evaluating pertinent information

CAREER EDUCATION FOCUS:
(DELLA Statement)

#35 Be aware of the value of acquiring marketable skills
#36 Aware of own multi-potentiality as to marketable skills
#37 Develop necessary educational/occupational competency
#39 Develop vocabulary for stating and identifying personal goals

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Paper, pencils, Sample resumes

INSTRUCTIONAL PROCESS:

1. Have students examine sample resume formats and select one that appeals to them.

2. Have them rewrite the resume using personal information--biographical, educational--skills etc.

3. Read the resumes individually with each student. Probe students regarding special skills or experiences they may have neglected to mention.

4. Display resumes on overhead projector. Ask for class reactions.

5. Assign typing of final draft of resumes as homework.

SELL YOURSELF

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

1. Following printed instructions.
2. Organizing information.
3. Career skill development.
4. Career vocabulary development.
5. Inviting resource persons as speakers.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#22 Acquire skills, good work habits in preparing for a career
#23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME: Two or three periods

ESSENTIAL RESOURCES:
Job application forms, paper, pencil, resource person

INSTRUCTIONAL PROCESS:

Send for and make copies of several application forms from local businesses. Have students fill out these forms accurately. Discuss problems and questions as they arise.

Discuss and write up references. Whom should you ask? What is the importance of asking permission to use a name for reference in advance? Be sure to provide all information necessary in contacting the person used as a reference.

Practice writing a resume of work experience. What is the value of keeping a work record?

Have a resource person, preferably a personnel director from a local business, talk to the students about what he looks for on an application. What criteria does he use in determining whom to hire?

THAT'S MY OPINION, ISN'T IT?

LANGUAGE ARTS/WRITING

CURRICULUM FOCUS:

1. Distinguish between opinion, prejudice and fact.
2. Basic writing skills

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#13 Acquire vocabulary for educational planning
#15 Be aware of multiplicity of skills, knowledge in education
#23 Acquire vocabulary for describing the world of work
#39 Develop vocabulary for stating and identifying personal goals

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:

Paper, pencil, chapter one from The Lively Art of Writing, Payne, Lucile. (Follett Publishing Company, 1965)

INSTRUCTIONAL PROCESS:

Prior to this class, the students are to read the first chapter from the Lively Art of Writing or some other source which discusses the basics of opinion, fact, and prejudice.

At the beginning of the class, the teacher writes OPINION, PREJUDICE, and FACT on three different parts of the chalkboard. The students' responsibility is to list those specific characteristics which clearly define each of the three terms. Stress in this listing, the main difference between opinion and prejudice. An opinion is based on fact and can be changed but a prejudice is based on emotions and not likely to be altered. In their oral discussions, the teacher encourages the students to use examples to substantiate their perceptions of the three categories.

When the three have been sufficiently clarified, the students are asked to write their tentative plans for next year on a piece of paper. Under these plans each student is then to indicate an opinion, a fact and a prejudice about his selection. When the students are finished, the remaining time is spent in oral discussion of their perceptions and a class verification of the specific characteristics of opinions, prejudices and facts.

WONDER KID NEWS

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Interviewing
2. Newspaper writing
3. Persuasion
4. Reading
5. Introducing

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#02 Develop knowledge of unique personal characteristics
#10 Develop a sensitivity toward and an acceptance of others

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Paper, pencil

INSTRUCTIONAL PROCESS:

This activity presents a great idea for students to get acquainted at the beginning of the year.

Using cards or numbers, divide the class as they come through the door into groups of two. (Give each student a card or number and match them with a partner). The students interview each other trying to discover as much interesting information as they can. They then write a newspaper story about the student they interviewed trying to make it as interesting, exciting and dynamic as possible.

The next day each student introduces his partner to the class and then reads his newspaper article.

PROPAGANDA GAME

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

1. Thinking skills
2. Develop mastery of Basic Propaganda Techniques

CAREER EDUCATION FOCUS:
(DELLA Statement)

#11 Develop tolerance/flexibility in interpersonal relationships
#15 Be aware of multiplicity of skills, knowledge in education

ESTIMATED CLASS TIME: Depends on number of students in class

ESSENTIAL RESOURCES:

Propaganda Games, by Robert Allen and Lorne Green, Published by AIM (Autotelic Instructional Materials) Publishers, New Haven, Conn. Purchase from: Wff'n Proof, 1111 Maple Avenue., Turtle Creek, PA 15145; pencil, paper, chart

INSTRUCTIONAL PROCESS:

The game Propaganda is used throughout this activity. In each class until the terms are introduced, a study guide for a section of the propaganda techniques is distributed. In each class, also, the students participate in playing the game to reinforce the learned techniques. They are also to bring in examples of these from periodicals or written ones from TV or radio. The culminating written exercise is a Clear Thinking Tournament which involves the entire class. An elimination tournament is held and the daily results are indicated on a previously prepared chart. As students lose they are to work on preparing a booklet of examples of these techniques from those the students brought in. The ultimate winner is the Clear Thinker and to add some extra incentive, at the beginning of the tournament a small prize could be offered.

EXPLODING THE "MYTH"

LANGUAGE ARTS/COMPOSITION

SENIOR HIGH

CURRICULUM FOCUS:

1. Basic reading skills
2. Values clarification
3. Decision-making skills
4. Persuasion/argumentation
5. Basic sentence structure

CAREER EDUCATION FOCUS:
(DELLA Statement)

#34 Recognize that occupational stereotyping is undesirable
#35 Be aware of the value of acquiring marketable skills
#36 Aware of own multi-potentiality as to marketable skills
#52 Realize how the labor market affects the nation's economy
#54 Understand the relationship between occupational roles/personal economics/life styles
#56 Recognize that society needs labors of all its people
#57 Realize wages should not be sole basis for career choice

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:

Phone books; various local newspapers, 5"x8" index cards; set of colored pencils, markers, or crayons; paper, pencils, list of 15 career clusters.

INSTRUCTIONAL PROCESS:

Students should scan the want ads of local newspapers, as well as the Yellow Pages to make a list of occupations presently available in their community, or surrounding areas. All the jobs should be categorized by one of the following terms: "professional"; "skilled"; "semi-skilled"; and "unskilled". After all jobs have been categorized each student should choose one in each category and make up a job card for it. The job card should contain the title of the job and a description of it. Color-coding may be helpful in separating the jobs into the four categories previously mentioned. Next, the class should make a scale from one-to-five and rank the various jobs according to their prestige or status, (or lack of either). Use five as a high rating and one as a low rating.

Conduct a discussion based on questions similar to the following:

(1) Does any category dominate a certain level of the scale? Why do you feel this has occurred?
(2) How many occupations occupy more than one level?
(3) What other factors influence the ranking of a job besides prestige?
(i.e. education, income, indoor versus outdoor work, etc.)

(4) What does too much or too little status show about an occupation?
(5) How can this affect a job market?

Using the job cards developed earlier in this activity, ask the students to choose one of the poorly-rated or low-ranked occupations and in a proper persuasion/argumentation form, write a paper defending the necessity of the chosen occupations. Have the students use these areas to guide and structure their papers:

a. Why is this particular job held in such disfavor?
b. Why is this job necessary?
c. Is the stereotyped rating assigned by the class, a fair one?
d. In what ways might a career in this field be rewarding?
e. What might be some possible benefits of this job?

ADVERTISEMENTS: READ WITH CARE

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

1. Develop skill in writing want ads.
2. Develop skill in getting information from an ad.
3. Develop the ability to read between the lines: inference.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#48 Understand the need to take responsibility for own decisions
#49 Develop effective decision-making strategies and skills
#61 Acquire basic consumer skills

ESTIMATED CLASS TIME: Three class periods (45 min.)

ESSENTIAL RESOURCES:
Text-How to Read Your Newspaper, Chapter 15 (Harcourt Brace, Jovanovich, Inc., 1970)

INSTRUCTIONAL PROCESS:

Ask pupils to read pages 196-198 of text, or if only one copy is available, you might read it to them.

Assign Exercise 1: "What Do Ads Really Mean?", page 198. Below is a copy of the first question as an example.

Put a check in front of the statement that comes closest to what you think.

1. "Quantities are limited-Don't wait," probably means:

   a. _____ The store is definitely going to sell out before you have a chance to get there.

   b. _____ The store wants you to think that you have to hurry.

   c. _____ The store is worried that you will be disappointed.

Follow these exercises with appropriate discussion.

Class should then work on Exercise 2: "Writing Your Own Ad." Follow directions on page 199 or make up an example the class can work on together.

Exercise 3: "Getting Information From an Ad," page 201.

Exercise 5: "Getting the Best Buy," page 202.

Exercise 6: "Inferences," page 203.

Exercise 8: "Discussing the Cost of Credit," page 204.
Class discussion must follow each exercise.

SELL YOUR SERVICES

LANGUAGE ARTS/VOCATIONAL ENGLISH

CURRICULUM FOCUS:

1. Communication skills
2. Writing skills
3. Thinking and organizing skills

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#14 Understand interrelationship between education and work
#20 Develop basic attitudes needed for entry/success in a career
#22 Acquire skills, good work habits in preparing for a career
#44 Recognize that decision-making involves some risk taking
#47 Develop a receptivity for new ideas/exploration of new ideas
#60 Be able to use economic information in decision-making

ESTIMATED CLASS TIME: Three classes (or more)

ESSENTIAL RESOURCES:
Paper, pencils, various kinds of small advertisements (post card, folder, pens, calendars, etc.) Speaker

INSTRUCTIONAL PROCESS:

Emphasize the necessity for a small business to sell its services through advertising due to competition.

I. Purposes of advertising:
    1. To show appreciation for patronage
    2. To tell about new services offered or uses of your product
    3. To keep your services before the customer (a reminder)
    4. To explain services you offer

II. Direct ads tell:
    1. What is being sold
    2. Why the customer should buy
    3. Where the service is located
    4. What the price of the product is

III. Hints for writing ads:
    1. Attention-getter headlines
    2. Type-different scripts and sizes
    3. Illustrations
    4. Color
    5. Borders
    6. Trademarks, slogans
    7. Ads within ads
    8. Arrangement

IV. Activities for studying advertising

1. Have printer speak to class about layouts, facts, figures, etc.
2. Analyze ads using part III
3. Discuss content
4. Assign roles (various businesses)-prepare ads
5. Have a contest

During this lesson, take the opportunity to discuss how many jobs are necessary to come up with a finished ad.

PROCESS WRITING

LANGUAGE ARTS/VOCATIONAL ENGLISH

CURRICULUM FOCUS:

1. Communication skills
2. Writing skills
3. Organizing skills

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#22 Acquire skills, good work habits in preparing for a career
#14 Understand interrelationship between education and work
#20 Develop basic attitudes needed for entry/success in a career

ESTIMATED CLASS TIME: Three classes

ESSENTIAL RESOURCES:
Paper, pen or pencils, examples of do-it-yourself articles from magazines or books (or transparencies), a current Writers Market.

INSTRUCTIONAL PROCESS:

Motivation: Explain to students that in this era of "do-it-yourself," anyone's hobby or trade might earn him extra money if he can think logically and write well enough. Quote going rates of payment for do-it-yourself articles from various magazines. Then show some examples.

Analyze these articles with the class very carefully. Which ones have more appeal? Why? Discuss the merits of pictures and diagrams along with written instructions; the audience you wish to approach; the possibility of the reader having the necessary tools and materials; the cost; the simplicity or complexity of skills required to do the project. (A good time to explain plagiarism).

Assignment: Ask the students to choose a project from their hobbies and prepare a do-it-yourself article. Choose a publication and audience, list materials and tools needed, approximate cost, and then write detailed step-by-step instructions for the project. Use pictures and diagrams, not only for appeal, but for clarity.

Ask the shop teachers to assist in evaluation of their projects.

SUBMITTING BIDS

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Thinking
2. Organizing
3. Writing skills

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#22 Acquire skills, good work habits in preparing for a career
#44 Recognize that decision-making involves some risk taking

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Paper, pencil, sample bids

INSTRUCTIONAL PROCESS:

Put on the board or have transparencies of the following Guidelines For Submitting Bids (letter-type):

1. List each job, operation, material, or supply separately.
2. Give the price for each individual job mentioned in the bid.
3. Indent beyond the line naming the job any specification as to just what the job includes.
4. Put in the last one or two paragraphs any item that you wish especially to emphasize such as the quality of work, the time required, or the guarantee that goes with the job.
5. Wherever possible, place all figures in a column rather than within sentences or paragraphs.

Show examples (see attached). Then discuss all the different kinds of jobs where bids are used: construction (plumbing, electrical, carpentry, brick-laying, etc.; supplies (school, office, factories, garages, cafeteria, etc.); services (photography, printing, repairs, etc.)

Assignment: prepare a bid for a job suitable to each individual student's career direction or trade.

SAMPLE BID

ANDERSON'S AUTO REPAIR SHOP
432 East Jones Street
Middletown, PA 16632

April 29, 1976

Johnson's Department Store
555 Main Street
Middletown, PA 16632

Gentlemen:

Your letter of April 20, asking for quotations on various maintenance jobs on your 8-cylinder Dodge delivery trucks, is very much appreciated. Our quotations for these jobs are as follows:

Carbon and valve job.....................................$ 50.00
  Includes: All operations performed in tuning motor, cleaning carbon, re-facing valves, re-seating cylinder block, adjusting tappets.

Motor Reconditioning.....................................$250.00
  Includes: All operations performed in tuning motor; grinding valves; ring, pin, and bearing job; reconditioning cylinder walls and fitting new pistons.

All prices are for labor only.

It is a pleasure to submit this bid. We shall be glad to give you quotations at any time on other maintenance or repair jobs such as greasing, relining brakes, etc. If awarded your work, we assure you our very best and prompt attention to every detail of it.

We shall appreciate your giving us the opportunity to do this work for you. A thirty-day guarantee goes with every job.

Very truly yours,

John Doe, Manager
ANDERSON'S AUTO REPAIR SHOP

FOREIGN LANGUAGE-AN ASSET

FOREIGN LANGUAGES/GENERAL

SENIOR HIGH

CURRICULUM FOCUS:

1. Learning the communication skills of foreign languages.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#17 Recognize role of education in career and life goals
#22 Acquire skills, good work habits in preparing for a career
#23 Acquire vocabulary for describing the world of work
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: Ongoing

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

Foreign language teaching lends itself very well to career education, but with very few exceptions it would be unfair to the students to create in them the idea that a foreign language could be a career in itself. However, used as a secondary skill together with another career, or as an avocational skill, it can enhance future job opportunities and earning power, provide greater job satisfaction and increase one's value to community and country.

1. Based on each student's own ability and interest, explore with him/her the employment opportunities available in your area (travel agencies, education, hospitality and recreation, etc.), urban areas (World Trade Center, U.N.), or overseas (military, research, art, foreign service, law enforcement, etc.).

2. Incorporate the following ideas in each unit you teach:

   a. Provide a special technical vocabulary.
   b. Role-play various situations, such as an airline stewardess and a passenger, a hotel employee and a guest, etc.
   c. Point out cultural differences in job training, work ethics, pay, etc.
   d. Write business letters in the target language.

3. Use posters to provide motivation. Examples are: "Foreign language creates careers with charisma," "Learn a language, the passport to the world," "Opportunity knocks in every language." Some embassies provide films free of charge, many depicting work and occupations in other countries. Sections of the New York Times with employment ads requiring foreign language abilities are helpful.

4. Field trips can be taken to a nearby travel agency, or business firms involved in export or import, etc. Naturally, the best field trip is to a foreign country itself, where students can observe firsthand the many jobs available using foreign language skills. It's also a great tool for motivation.

5. Homework can be typed to provide a reasonable idea of the double skill of a foreign language secretary. An essay on the theme of how one hopes to use a foreign language later in life will encourage the students to think about the subject and offer a good starting point for discussion.

6. Invite foreign visitors to speak with your students-a farmer, a hunter, a master mechanic, a kindergarten teacher. This is most interesting for students and visitors and is a most positive learning experience.

"FOREIGN LANGUAGE CAREERS"

FOREIGN LANGUAGE/GENERAL

CURRICULUM FOCUS:

1. To learn how to interview.
2. To learn how to investigate.
3. To become aware of multiple occupational clusters.
4. To recognize that a foreign language can be useful for a job.
5. Career research by students.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations and careers
#26 Determine characteristics/qualifications of occupations
#29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: 5-7 class periods

ESSENTIAL RESOURCES:
Resource person

INSTRUCTIONAL PROCESS:

1. Class brainstorms different types of careers that relate to foreign languages and lists these on the blackboard.

2. Class developes list of questions to ask resource persons about how a foreign language is useful or required in their jobs.

   a. How does your knowledge of a second language aid you in your job?

   b. Must you rely upon it as a primary skill or a secondary skill?

   c. How much training in the second language (do) you need in order to perform your job?

3. Invite resource persons to the class to discuss their job, to be interviewed by the class and to answer specific questions concerning their careers. (See Interview Sheet, Appendix for ideas)

4. Have students choose several clusters and investigate occupations within these clusters that can be related to foreign languages. The students will do this in groups of two or three.

5. After they have researched the cluster(s), have one student from each group report orally to the class on it.

SPANISH AS AN IMPORTANT TOOL IN SOCIAL SERVICES

FOREIGN LANGUAGES/SPANISH

CURRICULUM FOCUS:

1. Encouraging enthusiasm for learning the language.
2. Showing reasons for learning the language.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#26 Determine characteristics/qualifications of occupations
#27 Understand the process of developing a "career"
#28 Understand the relationship: occupational role/life style
#31 Develop positive attitudes toward employment

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Map of U.S., brochures, pamphets on careers in social services.

INSTRUCTIONAL PROCESS:

Show students maps of continental U.S. Have them locate concentrations of Spanish-speaking citizens (e.g. New York City, Southern Florida, South West). Talk about how being bilingual helps in communicating and building better relations with people. List on the chalkboard social service careers that students could consider (e.g. social worker, teacher, day-care administrator, lawyer). If students are interested in living in a particular area of the States where there are Spanish-speaking people, talk about how knowing the language gives him/her an "edge" in being able to locate there and find employment.

WORDS

FOREIGN LANGUAGES/SPANISH

SENIOR HIGH

CURRICULUM FOCUS:

1. Awareness of Spanish-speaking countries around us
2. Cognizance that our country is a blend of Latin America
3. Realization that many geographic names in U.S. are of Spanish origin.
4. Recognition that words used in everyday English are Spanish in origin

CAREER EDUCATION FOCUS:
(DELLA Statement)

#47 Develop a receptivity for new ideas/exploration of new ideas
#48 Understand the need to take responsibility for own decisions

ESTIMATED CLASS TIME: 4-6 class periods (45 min.)

ESSENTIAL RESOURCES:
Wall map of U.S., Central and South America, West Indies, Globe, Encyclopedia or Atlas, pencils, colored construction paper, glue. You may want to use dittoed sheets of said countries for pupils to color in later.

INSTRUCTIONAL PROCESS:

1. Begin with a discussion of the 18 Spanish-speaking countries in the Western Hemisphere, where our own country is. Point them out on the map.

2. Discuss places in the U.S. with Spanish names. Give a list, then ask pupils to contribute, if possible. Point out on map or have pupils do this. Such a list might include:
    a. Colorado
    b. Florida
    c. Montana
    d. Sierra Nevada
    e. Los Angeles
    f. San Francisco
    g. Mesa Verde
    h. Amarilla

Also, explain the meaning of each name in Spanish.

3. Ask pupils to submit a list of all the Spanish words they use in English in everyday speech. These might include:
    a. barbeque
    b. patio
    c. adiós
    d. pinto
    e. rodeo
    f. lasso
    g. fiesta
    h. hacienda
    i. mesa
    j. gaucho
    k. sombrero
    l. mustang

Also, explain the Spanish meaning to these words.

4. After becoming familiar with each of the Spanish speaking countries via wall maps or dittoed sheets, have each pupil choose one country and make its flag with construction paper. On the back of the flag, he will tell the name of the country, its capital, draw the outline of the country and designate which area it is from.

I North America - Mexico
II Central America - Guatemala, Honduras, El Salvador, Costa Rica, Nicaragua, Panama
III South America - Columbia, Ecuador, Peru, Chile, Argentina, Bolivia, Paraguay, Uruguay, Venezuela
IV West Indies - Cuba, Dominican Republic

5. At conclusion, display all flags around the room and have pupils see if they can recognize flags of the countries.

Conclusion: The outcome should develop an awareness of the many Spanish speaking countries around us and pupils will be more aware of the geographical position of areas, as well as countries. Especially good for 7th graders since they like to make things.

LIFE STYLES

FOREIGN LANGUAGES/SPANISH

CURRICULUM FOCUS:

1. "Brainstorming" the word Life Style
2. Learning the process of decision making
3. Understanding how decisions come about

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

7 Develop an understanding of the concept "Life Style"
#44 Recognize that decision-making involves some risk taking

ESTIMATED CLASS TIME: 15 minutes a day for 10 days

ESSENTIAL RESOURCES:
Slides of Portugal, Spain, and Morocco. You may also want to use Encyclopedia, World Book of Facts, El Español Al Día.

INSTRUCTIONAL PROCESS:

(1) Show slides of various countries and/or continents. Add personal comments, if possible, stressing different "life-styles."

(2) Brainstorm the word "life style" and list ideas on board.

(3) From questions on the board, ask each student to write about two of them. Some possible questions are:

a. What did you learn from the slides that is new to you?
b. What impressed you most in the slides?
c. How are foreign life styles similar to ours?
d. How are foreign life styles different from ours?

(4) After the compositions have been written, group them according to expressed interests. Have students discuss and compile with their own group the items presented.

(5) Students will select one person from their group to present their ideas to the class.

(6) After the oral reports have been given, ask students to review their original list of life style compiled during original brainstorm session.

(7) Rank order their composite results.

(8) Ask one student in class to summarize their outcome of life styles. Poll the class to determine how many would be willing to change their life style for a year-how many would not and list reasons.

Conclusion: This activity should develop an awareness of other "life styles", as well as its meaning and give insight into how a decision is reached. It should also develop a sense of selective values.

AN IMPOSSIBLE DREAM?

FOREIGN LANGUAGES/SPANISH

SENIOR HIGH

CURRICULUM FOCUS:

1. To understand the classic, "Don Quixote de la Mancha"
2. To realize the value (the lesson of morale) this story holds for people today

CAREER EDUCATION FOCUS:
(DELLA Statement)

#63 Understand differences between leisure time and idleness

#66 Develop positive attitudes toward value of leisure time

ESTIMATED CLASS TIME: Five--seven class periods

ESSENTIAL RESOURCES:
Ancora Filmstrip, Literatura Universal--"Don Quixote de la Mancha I, II"
Record--"Man of La Mancha"--original soundtrack--Stereo--Kapp Records.
You may want to read the novel--Don Quixote de la Mancha--por Miguel de Cervantes Saavedra.

INSTRUCTIONAL PROCESS:

1. Discuss with the class the value of establishing worthy leisure time activities. Stress reading good books, seeing good plays, attending concerts, operas, sports, etc.

2. Discuss the merits of good literature and lead into the novel Don Quixote de la Mancha.
   a. Why is it considered good literature?
   b. What makes it a classic?
   c. What does it teach us today?
   d. How has it influenced the world?
   e. Discuss the story--plot, characters, setting, etc.

3. Show the filmstrip--discussing as you view it together.

4. Discuss the musical or stage version and compare it with the book.

5. Play the record--"Man of La Mancha"--Discuss.

6. Each student will write a brief composition telling the story and explaining the (theme) and how the book influenced him/her.

7. If time permits, have students read a few chapters of the book--and explain them to the class.

Examples:
   a. The "windmill" battle.
   b. The "dubbing" of Don Quixote.
   c. The meeting of the Lady "Dulcinea"
   d. The "Golden Helmet of Mambrino"

ZEROING IN

FOREIGN LANGUAGES/SPANISH

CURRICULUM FOCUS:

1. To "immerse" the student in the second language
2. To build fluency in a chosen occupational situation

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#22 Acquire skills, good work habits in preparing for a career
#37 Develop necessary educational/occupational competency
#38 Develop entry level skills in area of occupational interest

ESTIMATED CLASS TIME: Ten days

ESSENTIAL RESOURCES:
Text--El Español Al Dia. Cassels Spanish/American Dictionary.
Teacher help.

INSTRUCTIONAL PROCESS:

(1) Students will choose two or three language-oriented careers and split into groups of four or five.
(Ex: airline stewardess, doctor, taxi driver, waiter)

(2) Each group will prepare a skit to present to the class involving these careers with situations common to them. All skits should be edited by the teacher so as to insure proper speech patterns and vocabulary.

(3) After researching and practicing, students will present their skit to the class by memory. They will reenact their skit so that everyone in the group has the opportunity to play each role. A repetition of this kind will also enable the rest of the class to have the opportunity to see each skit more than once.

(4) After all skits have been presented, the class will evaluate the skits according to such things:
  a. What career was featured in the skit?
  b. Could you understand the basic idea of the skit?
  c. Did the players seem natural or know their parts?
  d. Did the players sound authentic?
  e. How would you have improved on the skit?

Conclusion: The student should build fluency in his chosen occupational situation, as well as mastering the needed vocabulary, basic verbs and pronouns and acquire an adequate pronunciation.

As a supplementary resource use Qué Tal Magazine.

MAKING PIÑATAS

FOREIGN LANGUAGE/SPANISH

CURRICULUM FOCUS:

1. Learn how to make piñatas
2. Learn how Christmas customs in Latin America differ from ours
3. Appreciate through understanding the religious and ethnic values of Christmas

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#10 Develop a sensitivity toward and an acceptance of others
#33 Develop personal habits which are socially valued
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: Two weeks of 45 minute class periods

ESSENTIAL RESOURCES:
Book--*Christmas Customs Round the World*, Basic Text--*El Español Al Dia*, Speaking Spanish Book, Newspapers, balloons, paste, paint, paper towels, crepe paper.

INSTRUCTIONAL PROCESS:

(1) Start this activity in the beginning of the Christmas season when pupil interest in holidays is high. Begin by brainstorming what things mean Christmas to us in the U.S.

(2) After an appropriate list has been made, introduce the vocabulary of Christmas words in Spanish,
Examples:
Christmas eve--la Nochebuena
Three Wise Men--los Reyes Magos
The Holy Family--la santa familia
Midnight Mass--la misa del Gallo

(3) Discuss how our Christmas is similar to theirs and then relate how theirs differs from ours.
Examples:
the beginning of *las posadas*
their ‹reyes magos›
the flor de Nochebuena
el día de los Reyes Magos
the piñata and party

(4) Divide the class into groups of three or four to make a piñata. Each group works out what type of piñata it will make and what to fill it with.

(5) Under close supervision of teacher, groups make their piñatas, paint, decorate and fill them. This should take a total of five days (three days for base coats; two days to decorate and fill).

(6) On the day of the fiesta have boys hang the pinatas and enjoy the breaking of the piñatas.

Conclusion: The outcome should produce an awareness of other customs in celebrating Christmas plus an appreciation of what the Spanish value of this holiday means.

FLAMENCO

FOREIGN LANGUAGES/SPANISH

CURRICULUM FOCUS:

1. To present Spain with authenticity and meaning via dance, music and songs.
2. To present the bullfight not as a sport or barbaric curiosity, but as an ancient ritual inherent to the Spanish way of life and death.
3. To realize that in the proud tradition of Spain come various careers, peculiar only to them.
4. To cultivate wise use of leisure time.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#47 Develop a receptivity for new ideas/exploration of new ideas
#54 Understand the relationship between occupational roles/personal economics/life styles
#64 Understand interrelationships: leisure time/one's career
#66 Develop positive attitudes toward value of leisure time

ESTIMATED CLASS TIME: Three class periods

ESSENTIAL RESOURCES:
Brochure from Boston, Flamenco Ballet Co.
Worksheet from '74 Unit on Bullfight

INSTRUCTIONAL PROCESS:

1. Begin class by reviewing details of field trip, i.e. date, day, time of departure, arrival, etc.

2. Begin discussion by asking students what they are anticipating in the performance.

3. Inform them about the show via brochure.

4. Review the main parts of a bullfight.

5. Give handout of program notes-discuss.

6. Stress wise use of leisure time and that what they are going to experience is a work of art to be muchly admired and appreciated.

7. Continue by asking students to see how many careers they can list that are associated with this show.
Direct: dancers, musicians, singers, matador, etc.
Indirect: managers, costume and set designers, understudies, secretaries, publicity managers, teacher, etc.

8. Sum up by stressing that many careers are language oriented at many levels, but that all need some knowledge or appreciation of the Spanish heritage.

Follow up:

9. Day after the field trip, ask the student:
   a. What impressed them most?

   b. If they enjoyed the show.
   c. Did they understand the performance?

10. Discuss all of these, answer all questions, tie up loose ends.

Conclusion: Students learn wise use of leisure time by engaging in a cultural "life style" different from their own. They also become cognizant of several different types of careers peculiar to the Spanish heritage.

LEARNING ABOUT CAREERS THROUGH LITERATURE

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Using research skills to develop bibliographies.
2. Learning to write a précis.
3. Practicing reading and skimming skills.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations and careers
#26 Determine characteristics/qualifications of occupations
#32 Realize one's success in work is affected by one's attitudes

ESTIMATED CLASS TIME: One week of class periods

ESSENTIAL RESOURCES:
Literature (a list of suggestions is at the end of this activity)
Occupational Information, R. Hoppock (McGraw Hill);
Encyclopedia of Careers and Vocational Guidance, William E. Hopke (Doubleday)

INSTRUCTIONAL PROCESS:

This activity can be incorporated into your curriculum any time you want students to gain realistic and meaningful practice in developing a reading list, recording basic bibliographic data, writing précis and skimming.

1. Students begin the activity by selecting a career area which interests them (eg. transportation, medicine, etc.). Students who select the same career area may want to work together. Students and/or groups then develop a list of specific job titles within the occupational area they have chosen (ex. trucker, nurse, etc.).

2. Ask the students to search libraries for literature (biographies, autobiographies, poems, plays, short stories, pamphlets) that would describe people performing these jobs or raise issues related to these jobs. Below, following the description of this activity, is a list of novels, short stories and poems which can be used as a starting point for this activity. You might suggest to the students that they also contact people employed in these occupations for further book titles.

3. Ask the students to record basic bibliographic information on the appropriate selected literature.

4. Ask the students to select one or more of the items they have included in their bibliographies to read or skim for the purpose of writing a précis of the book's content and relevance to career education. You might want to vary the number of items to be read from student to student, depending upon their reading ability and the difficulty and length of the literature each pupil has listed in his/her bibliography.

5. Information students can describe in their precis may include the following:
  a. Occupations treated
  b. Whether career issues are a major focus in the item.
  c. Specific occuaptional information provided--e.g.,
    -tasks involved in it
    -skills needed to be successful at it
    -information or knowledge needed to be successful at it
    -discriminatory behavior practiced in it
    -why people enter it
    -what types of people enter it
    -fringe benefits and salary ranges it provides
    -satisfactions it provides
    -negative aspects of the work
    -how it affects the employee's personality
  d. Whether the item is difficult or easy to read
  e. Whether the item was interesting to read

6. After writing their précis, ask the students to review their bibliographies and precis with you and other students, revise them, and place them in manila folders for use by other students in the school.

7. In class lessons, focus on the process of developing bibliographies, skimming, and writing a précis.

8. In class discussions, focus on why people take certain jobs--what they think they will like about them (ex. type of work involved, salary concerns about job security, following in role model's footsteps, being "desparate" for a job, free time available, avoiding or desiring a job that requires responsibility or initiative, or finding a job that offers the opportunity to exercise authority, leadership or creativity).

Below are novels, short stories, and poems which deal with interesting occupations or careers.

1. The Assistant, Bernard Malamud
   (small business--grocery store owner)
2. The Last Hurrah, Edwin O'Connor
   (professional politics)
3. Facing the Lions, Tom Wicker
   (newspaper business)
4. He, Katherine Ann Porter
   (mother)
5. The Egg, Sherwood Anderson
   (chicken farm and small restaurant owner)
6. The Patented Gate and The Mean Hamburger, Robert Penn Warren
   (running a diner)
7. Flowers for Algernon, Daniel Keyes
   (medical professionals)
8. The Secret Life of Walter Mitty, James Thurber
   (you name it)
9. A Visit of Charity, Eudora Welty
   (nursing home personnel)

10. The Bell Jar, Sylvia Plath
(journalist and psychiatrist)
11. The Foutainhead, Ayn Rand
(architect)
12. The Taking of Pehlham One, Two, Three, John Godey
(transportation management)
13. Sister Carrie, Theodore Dreiser
(traveling salesman)
14. An American Tragedy, Theodore Dreiser
(attorney and businessman)
15. Arrowsmith, Sinclair Lewis
(medical researcher)
16. The Sun Also Rises, Ernest Hemingway
(journalist)
17. The Old Man and the Sea, Ernest Hemingway
(fisherman)
18. Appointment in Samarra, John O'Hara
(business executive)
19. All the King's Men, Robert Penn Warren
(politician and director of state hospital)
20. Up the Down Staircase, Bel Kaufman
(teacher)
21. To Sir With Love, E. R. Braithwaite
(teacher)
22. I Never Promised You A Rose Garden, Hannah Green
(phychiatrist)
23. Johnny Got His Gun, Dalton Trumbo
(V. A. hospital staff)
24. The New Centurions, Wambaugh
(police officer)
25. Tono-Bungay, H. G. Wells
(aeronautical engineering and patent medicine)
26. Heart of Darkness, Joseph Conrad
(experienced seaman)
27. Lord Jim, Joseph Conrad
(experienced seaman)
28. Sons and Lovers, D. H. Lawrence
(coal miner)
29. A Portrait of the Artist as a Young Man, James Joyce
(artist, teacher)
30. A Passage to India, E. M. Forster
(surgeon, principal, and teacher)
31. The Power and the Glory, Graham Greene
(priest)
32. A Civil Servant, Robert Graves
33. Dolor, Theodore Roethke
(office worker)
34. Night Shift, Sylvia Plath
(factory workers)
35. What is He?, D. H. Lawrence
(cabinet maker)
36. Buyers and Sellers, Carl Sandburg
(laborers, generally)
37. My Bus Conductor, Robert McGough
38. A Politician I An Arse Upon, E. E. Cummings
39. Lines Written for Gene Kelly to Dance to, Carl Sandburg
40. Jazz Fantasis, Carl Sandburg
(jazz musician)

DECISION MAKERS PORTRAYED IN LITERATURE

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

1. Analyzing
2. Interpreting
3. Writing
4. Literature study

CAREER EDUCATION FOCUS:
(DELLA Statement)

#42 Know external factors affect decision-making and vice versa
#44 Recognize that decision-making involves some risk taking
#48 Understand the need to take responsibility for own decisions

ESTIMATED CLASS TIME: One class

ESSENTIAL RESOURCES:
Paper, pencil, copies of Patrick Henry's "Speech in Virginia Convention" and of Thomas Paine's "The Crisis".

INSTRUCTIONAL PROCESS:

Prior to this lesson the students are asked to read the selections by Patrick Henry and Thomas Paine and to write a contrast and a comparison between the two literary works.

As the class begins, a general distinction between the two works is provided. It should be explained that Patrick Henry is orally delivering his speech before a decision to go to war with England is reached and that Thomas Paine's writing is being done on a drum head during the Revolutionary War as the army led by George Washington is retreating.

The students then generate specific elements which are the same and different. These are briefly listed on the chalkboard. As a culminating question, the students are asked: What were the consequences of each man's decision to participate in this conflict? What led each man to decide to participate in this war even though he might be sacrificing his life? If you had lived in those times would you have actively or passively pursued your political feelings? Why?

THE SHORT STORY

LANGUAGE ARTS/LITERATURE

CURRICULUM FOCUS:

1. Learning about the nature of the short story.
2. Learning about the characterization of the short story by writing an original one.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#03 Understand relationship: self-characteristics/performance.
#26 Determine characteristics/ qualifications of occupations.

ESTIMATED CLASS TIME: 7 class periods

ESSENTIAL RESOURCES:
short stories (a list of suggestions is at the end of this activity)
You may want to use--"Guidance Activities for Teachers of English" by Science Research Associates.

INSTRUCTIONAL PROCESS:

This activity presupposes that the class has already studied the novel.

Day 1 - Ask the student to read a short story in which an occupation is a significant factor in the story. For example--"The Prussian Officer" by D. H. Lawrence. A list of suggested short stories follows description of this lesson plan.

Day 2 - Class discusses the elements (length, plot, characterization, themes) of the short story and compares them to a novel. Encourage class to use concrete examples from prior assignments for the comparisons. Also discuss the structure of the short story, such as beginning, middle, end, when characters can be introduced, setting, etc. Ask the students to write for homework a brief analysis of how the officer's military occupation may have influenced his personality and vice versa.

Day 3 - Discuss prior night's homework assignment. Ask the students to begin working on their next homework assignment which is to write a short story. (Allow them at least three days for completion.) This short story should focu on how the protagonist's occupation relates to his/her personality in term of job selection, performance, enjoyment, advancement, etc.

Day 4 - Class discusses the short story as a form of literature in terms of opportunities for and methods of characterization; methods for how personality can be revealed such as stream-of-consciousness, first-person-thinking, dialogue, action description, etc. Discuss the relationship between opportunitie for characterization in the short story and how careers relate to personality.

Day 5 - Students read in class a brief O'Henry story, such as "The Cop and The Anthem," compare it to "The Prussian Officer" in terms of its structure and in terms of how it relates careers to personality.

Day 6 - Class reads aloud some of their short stories and discusses them in terms of (a) the nature of the short story (b) what they illustrate in terms of how careers influence personality and how personality influences job selection, performance, and satisfaction.

Suggested Short Stories

"Flowers for Alernon," by Daniel Keyes (doctors and nurses)
"The Egg," by Sherwood Anderson (small restaurant)
"The Far and the Near," by Thomas Wolfe (railroad engineers)
"A Visit of Charity," by Eudora Welty (nursing home)
"The Patented Gate and the Mean Hamburger," by Robert Penn Warren (diner operat
"The Secret Life of Walter Mitty," by James Thurber (variety of jobs decribed which students can add to by continuing the story themselves)

Students can also read and discuss poems which treat occupations. A suggested list follows:

"A Civil Servant," by Robert Graves
"Dolor," by Theodore Roethke (office worker)
"Eleven," by Archibald MacLeish (gardner)
"Night Shift," by Sylvia Plath (factory worker)
"The Gresford Disaster," anonymous (miners)
"What is He?," by D. H. Lawrence (cabinet makers)
"Buyers and Sellers," by Carl Sandburg (laborers)
"A Politician Is An Arse Upon," by E. E. Cummings
"Jazz Fantasies," by Carl Sandburg (jazz musician)

FALSE VALUES

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

1. Value clarification skills
2. Short story understanding
3. Thinking skills

CAREER EDUCATION FOCUS:
(DELLA Statement)

#57 Realize wages should not be sole basis for career choice

ESTIMATED CLASS TIME: Two classes

ESSENTIAL RESOURCES:
paper, pencil, appropriate anthology
Pre-requisite: Reading of both stories by the class

INSTRUCTIONAL PROCESS

A two day discussion ensues and the similarities and the differences between "The Devil and Daniel Webster and "The Devil and Tom Walker" are elucidated.

Day One. An overview of both stories is presented through an oral discussion. Stressed are the basic plots, the settings, the characters and the stories. The students are assigned to list both the similiarities and differences between the two stories.

Day Two. A list of the similiarities and differences between the two stories is written on the chalkboard as they are generated by the students. The focus of the oral discussion of this list is how each of these influences the materialistic greediness of both Jabez Stone and Tom Walker. Toward the end of this discussion, the focus becomes more student personalized by soliciting responses to the following questions:

1. Do you know people who exhibit the same characteristic or values as Jabez Stone and Tom Walker?
2. How would you describe these people's perception of life?
3. To what extent is materialism important in your life?

Supplemenatal Resources: Career Survival Skills. Includes: Teacher manual, student data sheets, wall charts, cassette, career education index, handbook. Cost: $45.00 (estimate) Leads students to awareness of career development. Charles E. Merrill Publishing Company

PEOPLE'S RIGHTS

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Role identification
2. Reading skills
3. Communication skills

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#08 Develop a positive self-concept
#09 Recognize that development of self is constantly changing
#10 Develop a sensitivity toward and an acceptance of others
#11 Develop tolerance/flexibility in interpersonal relationships
#33 Develop personal habits which are socially valued
#34 Recognize that occupational stereotyping is undesireable

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Copies of suggested stories or similar stories. Paper and pencil

INSTRUCTIONAL PROCESS:

Assign for reading: THE EYES OF MR. LOVIDES by John Godey
MY FIRST BOSS by Ralph McGill

Using the stories as a take-off point, have students relate similar problems as experienced by themselves, friends, or someone they know. After several experiences have been shared, ask the students to help you make four lists on the board:

WHAT I EXPECT FROM OTHERS		WHAT OTHERS MIGHT EXPECT FROM ME	
At Home	School/Job	At Home	School/Job

After the lists have become quite long, weed out the trivia together, and then have the students copy the lists into their notebooks. Perhaps ditto copies could be made and given to each student to keep in their pocketbook or wallet as a reminder of "people's rights."

WHAT A CHARACTER

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

1. Understanding characters in fiction.
2. Developing characters in writing.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#04 Understand that personal characteristics can be changed
#03 Understand relationship: self-characteristics/performance

ESTIMATED CLASS TIME: One class period or more

ESSENTIAL RESOURCES:
Novels, plays, short stories of teacher or student's choice

INSTRUCTIONAL PROCESS:

Read, preferably with the class, a piece of chosen fiction. Discuss how the author developed his characters (i.e. the way in which they speak, the way they dress, personal characteristics, what others say about them, etc...). To get students to feret out this information, ask them how they determine if they want to get to know a new student. How do we judge others? How do others judge us? How does the author get you to like or dislike a character? How can we make others judge us favorably?

From this discussion a student should be able to apply this information not only to the creation of his own fictional character in a short character sketch but to himself regarding his relationships with others.

KID PROTECTION

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

1. Child Labor Laws

CAREER EDUCATION FOCUS:
(DELLA Statement)

#16 Understand need for continuing education in a changing world
#19 Realize technological changes demand retraining of workers
#35 Be aware of the value of acquiring marketable skills

ESTIMATED CLASS TIME: 45 minutes

ESSENTIAL RESOURCES:
Short story "The Apostate" by O'Henry

INSTRUCTIONAL PROCESS:

The class will read the short story "The Apostate" by O'Henry. This may be done in class or as an overnight assignment.

Upon completion of reading the short story, the class will either discuss or write about the following points:

1. Was it fair that the young boy (10 yrs. old) was made to work in a factory to support his family? (mother and brother)

2. Would you do it?

3. What do you think makes a working place a "sweat shop?"

4. After reading this story, do you feel that laws limiting hours, minimum age, and hazardous occupations are good things?

PERSONAL ATTITUDES AND YOUR JOB

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Study of the Short Story.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#32 Realize one's success in work is affected by one's attitude
#33 Develop personal habits which are socially valued
#48 Understand the need to take responsibility for own decisions

ESTIMATED CLASS TIME: Five class periods

ESSENTIAL RESOURCES:
Short story "All the Years of Her Life"-Morley Callaghan, guest speakers, field trip

INSTRUCTIONAL PROCESS:

1. Discuss the short story (assigned the evening before). Talk about what Alfred did. Was it "right?", Do you feel he should have been fired?, If you would have been Sam Carr, would you have fired Alfred?, Why did his mother react the way she did?, etc. Was his lack of success part of it?

2. Invite a PA State trooper to the class to discuss the social ramifications of shoplifting. What is the penalty?

3. Have a person from a local store speak to the class about the amount of loss, the effect on prices to the consumer, etc., caused by shoplifters.

4. Arrange a field trip to tour a department store, which employs many anti-shoplifting devices. Ask the store manager to describe the security systems.

5. Return to the classroom and discuss what there is about people in our society (personal attitudes) that makes such security equipment needed. Relate this information to what was discussed about the short story, "All the Years of Her Life."

THREE THINGS IN LIFE

LANGUAGE ARTS/LITERATURE

CURRICULUM FOCUS:

1. Communication skills
2. Thinking skills
3. Creation of one's ability to analyze self perceptions

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#05 Recognize relationship: self-characteristics/decision-making
#10 Develop a sensitivity toward and an acceptance of others
#12 Develop the necessary socialization skills

ESTIMATED CLASS TIME: Two periods

ESSENTIAL RESOURCES:
paper, pencil

INSTRUCTIONAL PROCESS:

This activity is used after a discussion of literature has transpired. Also, to make this activity effective, one has to have defined literature as having a relationship to a reflection of or a reproduction of life.

Day One - Have students respond to two questions. Before and during this written response, the teacher must voice genuine encouragement for sincere and honest perceptions. These two questions are:

A. What is Life? (Define Life)
B. List the three most important things about life. (List them in order of importance) After a brief discussion of the first question, the students' number one item in the ranking is written on the blackboard and, as provided by the students. These are then copied and the class is assigned a ranking exercise with a brief explanation for each.

Day Two - The class is broken into groups of four or five students. Each group elects a chariman and the groups are instructed to agree upon one list of items in order of importance. About a third of the time is spent by the teacher's recording of each group's selection and a discussion of the items as they are ranked.

Supplemental Resources: Career World. A career guide for students with monthly packets, career clusters, lively format. Cost: $3.25 per student. Curriculululum Innovative Sciences, Inc.

EDGAR ALLEN POE

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Vocabulary
2. Listening

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#22 Acquire skills, good work habits in preparing for a career

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Paper, pencil, literary work

INSTRUCTIONAL PROCESS:

Previous to this lesson the students should be assigned a reading such as, Edgar Allen Poe's short stories, "The Fall of the House of Usher" and "M. S. Found in a Bottle." Vocabulary words are selected from these works and dictated to the class. The students are instructed to provide correct synonyms for those words with which they are not familiar, and they should use each of these words correctly in a sentence. The sentence should reflect the meaning of the word.

At the beginning of the next class, the teacher collects these sentences. The students must then write after the corresponding number whether or not the sentence is correct as the teacher orally reads at least one from each of the papers. In checking their responses, the students must justify, in terms of appropriate word usage, correct connotations, and reflection of work definition in sentence, whether or not each sentence is correct.

HE'S LIKE ME

LANGUAGE ARTS/LITERATURE

CURRICULUM FOCUS:

1. Writing skills
2. Organization of perceptions
3. Literature analysis

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#01 Develop vocabulary of self-characteristics
#04 Understand that personal characteristics can be changed
#07 Develop an understanding of the concept "life style"

ESTIMATED CLASS TIME: Several classes depending on the novel

ESSENTIAL RESOURCES:
Paper, pencil, novel

INSTRUCTIONAL PROCESS:

This activity can be implemented with the study of almost any full-length novel.

At the beginning of the students' reading, the teacher explains that each student is to keep a journal on one character. The student's choice should be determined by the degree to which personal identification is possible. In the journal each student is responsible for compiling information in three areas:

1. In what ways is this person like me?
2. How does this person change and what causes these changes?
3. To what extent does this person live the way I would want to?

A culminating discussion at the end of the unit would be used to reveal only those responses which are objective and can be shared without embarrassment.

NO RATIONAL DECISIONS, PLEASE

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Thinking

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#16 Understand need for continuing education in a changing world

ESTIMATED CLASS TIME: One day

ESSENTIAL RESOURCES:
Paper, pencil, Science fiction novels such as Brave New World by Aldous Huxley or Fahrenheit 451 by Ray Bradbury.

INSTRUCTIONAL PROCESS:

This activity is used to introduce a unit on a science fiction novel such as Fahrenheit 451 or Brave New World.

The teacher begins the oral discussion by asking: What do you think might happen if we eliminated all books or all means of making a rational decision? The students answers are sketchily written on the board and from these responses, the students are asked to list some specific adjectives which characterize this society. The majority of these are then added to the notes on the chalkboard. The teacher uses this list as a summary as he distributes the novel. The final comment is for the teacher to indicate that this novel will verify whether or not our perceptions are consistent with this particular author.

SCIENCE FICTION NOVELS

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Reading
2. Analyzing

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#65 Understand leisure time can provide some rewards of work
#66 Develop positive attitudes toward value of leisure time

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Article, Paper, Science Fiction Novel, Newsweek--December 8, 1975 pp 52-57

INSTRUCTIONAL PROCESS:

This activity is used after a science fiction novel such as Fahrenheit 451 by Ray Bradbury has just been read. Also, the students have been assigned to read "Video's New Frontier" Newsweek, December 8, 1975 pp. 52-57

In the beginning of the oral discussion, the teacher focuses on a comparison between the novel's content and the article's main idea. The students are asked whether or not this article is foreshadowing a society similar to that in the novel. The discussion then focuses on our society's reliance on the television and the students are asked how much, on the average, do they watch television. An average is computed and alternative methods of spending leisure time are explored. The students continue in the discussion until, at the end, they are forced to make a value judgement about their own leisure time activities. At the end of the class, the teacher asks the students to evaluate their own practice of watching television and to examine whether or not their habits could be altered so that they are more stimulated and more active.

"FLIGHT" BY STEINBECK

LANGUAGE ARTS/LITERATURE

SENIOR HIGH

CURRICULUM FOCUS:

1. Development of reading interpretative
2. Development of oral skills

CAREER EDUCATION FOCUS:
(DELLA Statement)

#05 Recognize relationship: self-characteristics/decision-making
#42 Know external factors affect decision-making process
#43 Recognize restrictions in the decision-making process
#44 Recognize that decision-making involves some risk taking

ESTIMATED CLASS TIME: Two classes

ESSENTIAL RESOURCES:
paper, pencil, short story "Flight" by John Steinbeck

INSTRUCTIONAL PROCESS:

This activity is used after John Steinbeck's "Flight" has been assigned and read by the students.

Day One - review the basic plot of the story and the motivation factors behind Pepe's decision. The students are instructed to respond to several questions for the following class.

1. What is a man?
2. Was Pepe a man? Justify.
3. Define cowardice.
4. Would Pepe have made the same decision today? Why?
5. Are there any Pepes in our society? Specify.

Day Two - The teacher conducts an oral discussion which focuses on the students' identification of the most significant characteristics of a man, a coward, and the forces at work that made Pepe's decision for him. Rather than an entire class discussion, the students could be broken into several groups, given time to respond to the questions, and provide the answers to the entire class for consideration.

LIFE STYLE AND SOCIAL STATUS

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

1. Study of the short novel.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#07 Develop an understanding of the concept "life style"
#28 Understand the relationship: occupational role/life style
#30 Realize: work is an integral part of the total life style

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:
The Pearl by John Steinbeck

INSTRUCTIONAL PROCESS:

Ask the students to think about what the term "life style" means. Give the students 5-10 minutes to jot down what "life style" means to them. After the above time period, have a student go to the board and compile a list of results. Also, have the students then jot down what they conceive as their "life style." Discuss the life style of their immediate area. Does the area reflect a specific life style?

The above activity will prepare the students to recognize and concentrate upon the life style of Juan in The Pearl. Throughout the book, as evidence of his life style unfolds the students could jot them down and relate them to themselves.

ARE WE FORCED TO MAKE CERTAIN DECISIONS?

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

1. Show how the Novel pertains to life

CAREER EDUCATION FOCUS:
(DELLA Statement)

#42 Know external factors affect decision-making and vice versa
#48 Understand the need to take responsibility for own decisions

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
The Grapes of Wrath - John Steinbeck

INSTRUCTIONAL PROCESS:

First class: In chapters 1-8 it is revealed to the reader how the Joads must move from their land. During a class discussion, show or list the factors which made the Joad family move. The students will undoubtedly list some of the following:

1. The severe dry conditions
2. The lack of money
3. The law enforcement officers. etc.

Also, guide the discussion so that somewhere along the line, the point is made, that the Joads really were limited by the above factors as to what decisions they could make.

Second class: Show how this applies in certain areas of life today by having the students compile a list of decisions they were "forced" to make or made because of certain decisions.

OF MICE AND MEN; MOCK TRIAL

LANGUAGE ARTS/LITERATURE

CURRICULUM FOCUS:

1. Communication skills
2. Thinking skills
3. Reinforcement fo facts about the novel

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#06 Understand and use the concept "role"
#18 Recognize developmental processes occurring in and out of school

ESTIMATED CLASS TIME: Three to five classes

ESSENTIAL RESOURCES:
paper, pencil, trial procedure, Of Mice and Men, by John Steinbeck, courtroom visit or appropriate film

INSTRUCTIONAL PROCESS:

This activity is most appropriate as a culmination for a unit on Steinbeck's Of Mice and Men.

A trial to determine the guilt or innocence of George is conducted by the class. Various roles of the characters of the novel are assigned to the students, and if the class is large enough, those students not assigned will serve as the jury. The actual trial procedure is followed in this activity. The facts presented must be based on the novel itself and to add an extra dimension of excitement, both the defense and the prosecution are permitted one or two surprise witnesses whose testimony don't necessarily have to be based on the nov
The jury arrives at a decision which is based solely on the facts presented by both sides.

PERSONAL CHARACTERISTICS

LANGUAGE ARTS/LITERATURE

SENIOR HIGH

CURRICULUM FOCUS:

1. Develop an understanding of literature and its role in life.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#02 Develop knowledge of unique personal characteristics
#03 Understand relationship: self-characteristics/performance
#05 Recognize relationship: self-characteristics/decision-making

ESTIMATED CLASS TIME: Variable

ESSENTIAL RESOURCES:
A Bell for Adano by John Hersey

INSTRUCTIONAL PROCESS:

1. Instruct the students to keep a diary. However, this diary is to be unusual. They are to keep a diary from the standpoint of the main character, Major Victor Joppolo. As the plot unfolds, have the students record just how the Major feels about the main events, only in their own words as if it were happening to them. In effect, they become the Major. (The girls, if desired, could become the main female character Tina).

During the time it takes to cover the book (depending on the teacher), periodic checks could be made on the diary. When the book is finished, compile a character sketch of the Major and see if the qualities mentioned compare to or are brought out in the diary or diaries of the students.

Show how the Major was a "unique" character and in effect that we all are.

MURDER IN THE CATHEDRAL

LANGUAGE ARTS/DRAMA

SENIOR HIGH

CURRICULUM FOCUS:

1. T. S. Eliot's Murder in the Cathedral
2. Skills involved in staging a production

CAREER EDUCATION FOCUS:
(DELLA Statement)

#14 Understand interrelationship between education and work
#25 Understand how occupations relate to functions of society
#26 Determine characteristics/qualifications of occupations
#66 Develop positive attitudes toward value of leisure time

ESTIMATED CLASS TIME: Three periods

ESSENTIAL RESOURCES:
One stage, Light board, Record player, Mimeographed drawings of stage. "Murder in the Cathedral" by T. S. Eliot

INSTRUCTIONAL PROCESS:

1. After the students have read the play or listened to the recording of the play, discuss staging it. Take them to a bare stage, and graphically illustrate the need for a set. By using a few well-situated platforms the role of a set designer can be exemplified. Students can then try to draw or design their set for "Murder in the Cathedral." The role of set designers and production workers e.g. carpenters, painters, seamstresses can be included in the discussion.

   Have students design a set, list materials needed, and skilled workers required to complete a set.

2. Demonstrate the effects possibly achieved by lighting on a bare stage (e.g. use of color wheels, flood control, fantasy effects.) Have students designate the type of lighting they would use on the set they design.

3. Play a record of the "stage sounds" of "Murder in the Cathedral." Discuss how to create these sound effects and the role of the sound technician. Have the students experiment "creating" and recording sound effects.

SWITCH

LANGUAGE ARTS/LITERATURE

SENIOR HIGH

CURRICULUM FOCUS:

1. Theme
2. Self-awareness

CAREER EDUCATION FOCUS:
(DELLA Statement)

#06 Understand and use the concept "role"

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Class set of The Pigman by Paul Zindel

INSTRUCTIONAL PROCESS:

Homework assignment: After students have read a considerable portion of Paul Zindel's novel, The Pigman, have students prepare a listing of several scenes in which John and/or Lorraine are unable to "communicate" with their parents.

Class Activity:

Read with students a few of the scenes they have selected, to refresh their memories. Discuss briefly the general topic of the dialogue between the characters.

Following this, ask for volunteers to role-play a scene of their choice. Then have the same students exchange roles in the scene they have chosen. After the exchange role-play, discuss with players how they felt in the different roles:

For example: Were you...

1. A dictator? dictated to?
2. Threatened? Threatening?
3. Suspicious? Defensive?
4. Sarcastic?
5. Insincere?
6. Trying to change the topic?
7. Trying to protect something?
8. Victorious? Defeated? Why?

ANALYSIS OF ORWELL'S "SHOOTING AN ELEPHANT"

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

1. Decision making
2. Analysing why we do something

CAREER EDUCATION FOCUS:
(DELLA Statement)

#06 Understand and use the concept "role"
#07 Develop an understanding of the concept "life style"
#25 Understand how occupations relate to functions of society
#28 Understand the relationship: occupational role/life style
#42 Know external factors affect decision-making and vice versa
#44 Recognize that decision-making involves some risk taking

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Text of "Shooting an Elephant" by Orwell

INSTRUCTIONAL PROCESS:

After reading or assigning a reading of the story, begin a discussion of role playing. What is a person's job? Does he act a certain way when performing this job? How does he act when "in front of" his clients? Does he do the right thing for the wrong reasons? Is he forced to make decisions because of his position?

The story involves a public servant who shoots an elephant against his better judgement because of group pressure. A class might profit from reassessing their actions--Do they act because they believe an action is valid or because of peer pressure?

After the discussion, assign the students a paper based on the theme of decision-making. If the themes are not too personal read them and apply the same criteria for evaluation as used in discussing Orwell's "Shooting an Elephant."

FUTURE SHOCK: CHANGE AS A THING IN ITSELF

LANGUAGE ARTS/LITERATURE

CURRICULUM FOCUS:

1. Non-fiction writing
2. Current events
3. Developing critical objective analysis of what we read.
4. Understanding the role of the social scientist.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#04 Understand that personal characteristics can be changed
#09 Recognize that development of self is constantly changing
#16 Understand need for continuing education in a changing world
#19 Realize technological changes demand retraining of workers
#44 Recognize that decision-making involves some risk taking
#48 Understand the need to take responsibility for own decisions
#60 Be able to use economic information in decision-making

ESTIMATED CLASS TIME: One week

ESSENTIAL RESOURCES:
Future Shock-Alvin Toffler

INSTRUCTIONAL PROCESS:

Described by Toffler, Future Shock is the result of overloading the individual with change, and in his book he attempts to describe change as a thing in itself, how it effects persons and ways it can be dealt with. Toffler's book is in many ways, a source book on the changes that have occurred, as well as a prescription for dealing with them. Students who are especially interested will probably want to read the entire book; for class work the teacher can assign certain chapters to be read for class discussion.

The class discussion should be aimed at developing the student's critical faculties, developing an awareness that change affects individuals in a real, objective sense, as well as in a subjective sense. Discuss "change" as Toffler describes it; discuss his qualifications for making these kinds of statements; discuss the responsibility that rests with each individual in identifying, understanding and dealing with change. Ask students to give additional examples of change from their community and their own experience. (Use Della statements above to stimulate discussion).

Assign a paper for students to write dealing with some aspect of change as it regards their own individual development and the ways in which they must comprehend change in planning their own futures.

SPEAKING WITHOUT WORDS

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

1. Communication
2. An analysis of role

CAREER EDUCATION FOCUS:
(DELLA Statement)

#6 Understand and use the concept "role"

ESTIMATED CLASS TIME: One period

ESSENTIAL RESOURCES:
Paper with situations written on it.

INSTRUCTIONAL PROCESS:

This activity is used to generate enthusiasm and interest in a unit on drama to increase student involvement.

Previous to this activity, the teacher has written emotions and everyday occurrences on small slips of paper. The teacher explains that each student will have one minute to act out what is written on the paper he selects.

As a student guesses the correct response to another student's pantomime, he keeps that slip of paper and the student with the greatest number is the winner.

GLASS MENAGERIE BY TENNESSEE WILLIAMS

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

1. Understanding character
2. Learning to express ideas verbally
3. Decision-making skills

CAREER EDUCATION FOCUS:
(DELLA Statement)

#32 Realize one's success in work is affected by one's attitudes
#34 Recognize that occupational stereotyping is undesirable
#42 Know external factors affect decision-making and vice versa
#48 Understand the need to take responsibility for own decisions

ESTIMATED CLASS TIME: Five class periods

ESSENTIAL RESOURCES:
Copies of the play Glass Menagerie by Tennessee Williams

INSTRUCTIONAL PROCESS:

Days 1-3: Read the play in class. Approximately one Act per class period.

Day 4: Discuss:

Tom's reaction to his job.
His mother's opinion of his job.
His obligation towards his family.
Laura's attempt and failure at Rubicon's Business College.
The reasons for Tom's failure.
Tom's decision to leave the warehouse and join the Merchant Marines.
Tom's use of leisure time.
Discuss Tom's decision-Does he take responsibility for his decision?

Day 5: Have a respresentative from a local warehouse come in and discuss his/her job, duties, and hobbies with the class. Help the students evaluate the necessity of routine jobs and personalities that enjoy routine labor.

Have a student now attending a Business College discuss his/her curriculum, activities, goals and experiences. Later, contrast these with Laura's.

A HARD DAY'S WORK

LANGUAGE ARTS/LITERATURE

SENIOR HIGH

CURRICULUM FOCUS:

1. Analyzing theme in drama

CAREER EDUCATION FOCUS:
(DELLA Statement)

#28 Understand the relationship: occupational role/life style
#30 Realize: work is an integral part of the total life style

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:

1. Two groups of 3-4 students for role-play situations, including: "bread-winner" (father or mother), spouse, son and/or daughter.
2. Play: "Beyond the Horizon" by Eugene O'Neill

INSTRUCTIONAL PROCESS:

As an introduction to Eugene O'Neill's play, "Beyond the Horizon," depicting the tragic consequences of ill-chosen careers, have students role-play two different situations involving the same career:

1. The "bread-winner" arriving home, discontented with his job.
2. The "bread-winner" arriving home, contented with his job.

Some of the following questions may be helpful in the ensuing discussion of the role plays:

1. What were some of the stated or implied reasons for dissatisfaction? for satisfaction?
2. What were some mannerisms, attitudes, etc. of each "bread-winner"?
3. In general, how has each "bread-winner's" attitude toward life been affected by his job?
4. What immediate effects did the "bread-winner's" comments have upon family members present?
5. What long-range effects might repeated incidents like these have upon the families?
6. Speculate. What type of job (in general) do you think the discontented "bread-winner" might find more satisfactory?

WHAT IS THE PRICE ONE PAYS FOR GLORY?

LANGUAGE ARTS/LITERATURE

CURRICULUM FOCUS:

1. Study of dramas
2. Dramatizing a play or scenes from a play

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#27 Understand process of developing a "career"
#28 Understand the relationship: occupational role/life style
#30 Realize: work is an integral part of the total life style
#32 Realize one's success in work is affected by one's attitudes

ESTIMATED CLASS TIME: Five class periods

ESSENTIAL RESOURCES:

Plays such as *Pygmalion* by George Bernard Shaw, or *My Fair Lady* or *How to Succeed in Business Without Really Trying*

INSTRUCTIONAL PROCESS:

Ask the students to read a play such as *Pygmalion*, that deals with the theme of an individual who rather suddenly attains a position of prominence, prestige, high authority or high income, in a community. Encourage the class to discuss the changes in values, personal relationships, responsibilities, type of work, and leisure time due to this sudden attainment of high position. The class might enjoy dramatizing their favorite scenes from the play.

Suggest to the class they write and produce their own plays dealing with this same theme. As a starter they might imagine themselves 20 years from now and write the play about themselves showing different periods in their lives and changes they make in values, life styles, relationships, job responsibilities, income, etc. Or, students might like to interview local persons in the community about changes they experienced as they moved into a leadership position. A play could be constructed loosely around this information.

YOUR TURN TO BE THE CRITIC

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Thinking
2. Organizing
3. Writing skills

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#15 Be aware of multiplicity of skills, knowledge in education
#21 Recognize relationship: school environment/larger society
#24 Understand variety and complexity of occupations and careers

ESTIMATED CLASS TIME: Two or more class periods

ESSENTIAL RESOURCES:
School play in production, text or handouts on play production, paper, and pencil

INSTRUCTIONAL PROCESS:

Just prior to a school play, discuss the production. Perhaps the director will permit the class to attend a rehearsal. Be sure you point out the jobs involved with settings, costumes, lighting, public relations, and the acting.

If this is impossible, a book from the library may serve to show all the aspects of a play production. Have the students bring in sample critiques from newspapers, magazines, or media.

After the students are thoroughly aware of all the jobs that go along with producing a play, ask them to see the play and then to write a critique. This critique should include comments about as many aspects of the play as possible (setting, acting, costumes, lighting, audience reactions, etc.)

POETRY PLACE

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

1. Recite poem and/or add sounds according to personal interpretation

CAREER EDUCATION FOCUS:
(DELLA Statement)

#08 Develop a positive self-concept

ESTIMATED CLASS TIME: Variable, depending on number of students participating

ESSENTIAL RESOURCES:

One or more poems, selected for their rhythmic or sound possibilities, attractively displayed.
Various percussion instruments or found sounds
A private area, carpeted, e.g. a refrigerator carton or closet, for a private environment

INSTRUCTIONAL PROCESS:

This is a learning station activity for 2-3 students. Read the poem aloud; ask if someone could find or make an appropriate sound at the end of the first line, and so on. Work out a short poem in class. Encourage students to do the soundmaking at the end of each line rather than concurrently with the speaker, so the speaker can be clearly understood. Look for descriptive elements in the poem (including silence) or rhythmic patterns to echo. Ask if there should be any change in the speed or volume.

After the example has been done with the class, give 2 or 3 students 10-20 mi utes to work on a different poem. One of the students will have to be the reader. Have them perform for the class after they have practiced.

LIFE

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

1. Analyzing poetry
2. Writing

CAREER EDUCATION FOCUS:
(DELLA Statement)

#05 Recognize relationship: self-characteristics/decision-making

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Paper, pencil, copy of Bryant's "Thanatopsis"

INSTRUCTIONAL PROCESS:

Prior to this class, the students should be instructed to read Bryant's poem "Thanatopsis" and to write out in at least one paragraph, what the author is attempting to show.

Initially, the poem is examined mechanically. The students look at it in terms of an introduction, a body and a conclusion. Next, the students are forced to put the three main parts together and present what they had incorporated in their paragraphs. Finally, the class is taken beyond their interpretations by considering these questions:

1. What relationship does the concept of death in this poem have to life?

2. To what extent does the fact that all of us must die affect our living and our decisions?

POETRY IS LIFE

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

1. Word sensitivity
2. Idea development
3. Interpretative skills

CAREER EDUCATION FOCUS:
(DELLA Statement)

#21 Recognize relationship: school environment/larger society
#47 Develop a receptivity for new ideas/exploration of new ideas

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:
Student-selected poems, record player, dittoing facilities, ditto masters

INSTRUCTIONAL PROCESS:

Prior to this unit, the students should have been taught the basics of poetry. They are now directed to locate what they would consider a fine poem.

They are then instructed to copy the poem on a ditto master and have it reproduced for each member of the class. Each student will give an oral examination of the selected poem. If it is the lyrics of a song, he may wish to read the poem orally and play the record. The student's oral presentation is limited only by each person's imagination but it must include the following:

1. What the author was trying to say.
2. The way he developed his idea.
3. An elucidation of those words which most effectively conveyed his idea.
4. The relevancy of what was said to each person's life.

Since each oral presentation will be unique, specific teacher questions should stimulate the students' perceptions of how words are able to describe the emotions of others and how this process is able to affect the reader. The teacher should capitalize on any opportunity to make the students realize the immediate environment is a small but a significant part of the rest of our world.

ORPHANS OF WEALTH

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Visual interpretation
2. Discussion
3. Poetic interpretation of song lyrics

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#20 Develop basic attitudes needed for entry/success in a career
#30 Realize: work is an integral part of life style
#31 Develop positive attitudes toward employment
#17 Reocgnize role of education in career and life goals

ESTIMATED CLASS TIME: One period

ESSENTIAL RESOURCES:
Don McLean "Orphans of Wealth"
Gordon Parks photographs on slides and pictures of beautiful people.
Johnny Cash "Welfare Cadillac"
Story, Stinkin Creek (Lawanna Trout Folklore)

INSTRUCTIONAL PROCESS:

Read Stinkin Creek. Discuss quality of life in Stinkin Creek. Discuss the welfare requirements and benefits. Why can't Stinkin Creek "pull itself up by its bootstraps?"

Using Don McLean's "Orphans of Wealth" and Johnny Cash's "Welfare Cadillac" as a musical background, show slides of photographs of Gordon Parks. Contrast these with shots from magazines that tend to portray life in this country.

Discuss the lyrics of Don McLean's song. Compare it with Welfare Cadillac. Whom do you think is really "telling it the way it really is?" Compare this with what most of us want in life. Is welfare really the life it's supposed to be or a humiliating method of existence? What is the role of education?

ALL THE DIFFERENCE

LANGUAGE ARTS/LITERATURE

CURRICULUM FOCUS:

1. Poetry
2. Decision-making

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#43 Recognize restrictions in the decision-making process
#49 Develop effective decision-making strategies and skills

ESTIMATED CLASS TIME: One day

ESSENTIAL RESOURCES:
Poem--"The Road Not Taken" by Robert Frost
Recording--"The Road Not Taken" (optional)
Pencil and paper, any type of visual, displaying the basic steps in decision-making

INSTRUCTIONAL PROCESS:

Following a presentation of the basic steps in the decision-making process, read with students "The Road Not Taken." Then present a recording of the poem, read by the poet himself (if possible).

In small groups have students determine how the poem expresses the universal element of making choices. By relating the stanzas to the decision-making process, students can easily follow the poet's basic problem, alternatives, advantages and disadvantages, etc. which ultimately leads to his final decision and satisfaction.

The teacher should re-emphasize the poet's contentment with his decision--"That has made all the difference."

THE PURITAN LEGACY

LANGUAGE ARTS	SENIOR HIGH
CURRICULUM FOCUS:	CAREER EDUCATION FOCUS: (DELLA Statement)
1. Literature foundation 2. Thinking 3. Writing skills 4. Puritanism	#7 Develop an understanding of the concept "life style"

ESTIMATED CLASS TIME: Two sessions

ESSENTIAL RESOURCES:

Paper, pencil, filmstrip--The Puritan Legacy (Guidance Associates, 1972), attached study sheet.

INSTRUCTIONAL PROCESS:

Day one--The filmstrip is introduced as the attached study sheets are distributed. The students are instructed to sketch out answers for each question as the filmstrip is played. At the end of part one, the teacher solicits questions and briefly introduces the second part. When it has concluded, both filmstrips are orally examined in terms of specific questions from the class. The students are assigned to complete the two study sheets for the next meeting. The study sheets include not only cognitive questions but also those which require student opinions.

Day two--The two study sheets are used to show the students not only the basic characteristics of Puritanism but also the extent that their life style influenced ours. Specifically, the students are asked to compare and to contrast the Puritanical characteristics with today's society.

THE PURITAN LEGACY

Study sheet for the Filmstrip

Part I

1. Identify the terms "saint" and "elect"
2. What are some major Puritan values and characteristics according to this filmstrip?
3. How does the commune pictured in the filmstrip compare to Puritan communities?
4. What did the following men supposedly have in common with the Puritans?
   - a. Senator Joseph McCarthy
   - b. President John F. Kennedy

Part II

1. What is the work ethic?
2. What was the Puritan's justifications for the work ethic?
3. What was Benjamin Franklin's justifications for the worker ethic?
4. What was Henry David Thoreau's justification of the work ethic?
5. Do you support the work ethic? What is your justification for it? Or what is your justification for not supporting it?
6. What characteristics of contemporary American society link us to the Puritan work ethic?

IT IS SAID...

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

1. Some of the Pennsylvania Dutch contributions to our language are concerned with attitudes toward work.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#32 Realize one's success in work is affected by one's attitudes

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES: Ditto sheet of Pennsylvania Dutch saying (below) for each student

INSTRUCTIONAL PROCESS:

The student will write an analysis (2-3 paragraphs) of the following Pennsylvania Dutch Saying:

Folks who never
Do any more
Than they get
Paid for,
Never get
Paid for any more
Than they Do!

Questions which could be answered in the analysis are:

1. What economic and personal values do you find in this saying?
2. Do you agree that extra work will lead to extra pay?
3. When would it be valuable to remember and follow this saying?

THE REAL ME

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

1. Characterization
2. Literary analysis

CAREER EDUCATION FOCUS:
(DELLA Statement)

#03 Understand relationship: self-characteristics/performance
#07 Develop an understanding of the concept "life style"

ESTIMATED CLASS TIME: Two classes

ESSENTIAL RESOURCES:
Paper, pencil

INSTRUCTIONAL PROCESS:

At the beginning of class, the students are asked to list the major literary works that were read during the year. Each is written on the chalkboard and simultaneously, several major characters from each work are listed. The students then briefly discuss the plot and the major characters of each of those works. Finally, the class is instructed to choose one character from one of the works and discuss in several paragraphs how that literary figure is the closest to his/her ideal of what he would like to be.

The second day begins with an oral discussion of the students' selections. To facilitate this process, those students who selected the same character are placed together in a group, so that the entire class is involved. Oral discussion focuses not only on the specifics of each student's selections but also on the value implications of each selection and how they compare with the rest of the students' values.

SPORTS IN THE NEWS

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Increasing reading comprehension.
2. Motivation of interdisciplinary awareness.
3. Stimulation of creative thinking.
4. Expansion of knowledge and encouragement of further inquiry.
5. Learning basic research skills necessary for accumulating data.
6. Learning how to extract key information from accumulated data.
7. Learning to formulate precise questions designed to elicit information.
8. Learning to write a descriptive account of an event.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#15 Be aware of multiplicity of skills, knowledge in education
#22 Acquire skills, good work habits in preparing for a career
#23 Acquire vocabulary for describing the world of work
#24 Understand variety and complexity of occupations and careers
#27 Understand process of developing a "career"
#30 Realize: work is an integral part of the total life style
#47 Develop a receptivity for new ideas/exploration of new ideas
#62 Develop vocabulary to differentiate leisure time activities
#64 Understand interrelationships: leisure time/one's career
#66 Develop positive attitudes toward value of leisure time

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:
The Sports Illustrated Learning Program (Time, Inc.) available through ModuLearn Inc.

INSTRUCTIONAL PROCESS:

Obtain copies of Sports Illustrated for the students to read and write questions for each story or order a sample learning program from ModuLearn which includes a Sports Illustrated issue with an individualized learning packet. They will send you a sample which is complimentary. Consider subscribing to the service which provides several copies of each current issue of Sports Illustrated along with several individualized learning packets for each issue. These learning packets develop most language arts skills.

If funds are not available for you to order this program, consider using current magazines as the basis for instruction. Students can write questions for the stories to be answered by their classmates or you can write and/or discuss questions for each story. The opportunities for creativity and variety here are abundant.

"WHY JOHNNY CAN'T WRITE"

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

1. Interpretative skills
2. Communication skills

CAREER EDUCATION FOCUS:
(DELLA Statement)

#16 Understand need for continuing education in a changing world
#17 Recognize role of education in career and life goals

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
paper, pencil, article

INSTRUCTIONAL PROCESS:

This activity should be used after the students have read "Why Johnny Can't Write: (Newsweek, December 8, 1975, PP58-65) and have thought about the following questions:

1. What is the thesis of the article?
2. List the facts the author uses to substantiate it.
3. Do you disagree with any of these facts? Why?
4. To what extent is a writing skill valuable for success in one's career?

The oral discussion is based primarily on answers to these four questions. The teacher stresses the significance of developing skills in written communication especially as one progresses in his vocation. Also stressed are the ways one can improve his written communication and the negative impact TV can have on one's mind if he watches it indiscriminantly.

SHEEPSKIN 'RAPPING'

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Decision-Making

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#14 Understand interrelationship between education and work
#40 Apply vocabulary of career exploration to decision-making
#48 Understand the need to take responsibility for own decisions
#49 Develop effective decision-making strategies and skills

ESTIMATED CLASS TIME: One day

ESSENTIAL RESOURCES:

1. Article--Newsweek, April 26, 1976, "Who Needs College?"
2. Ditto--Basic steps in decision-making process
3. Paper and pencil

INSTRUCTIONAL PROCESS:

After students have read the above article, present students with a ditto of the basic steps in the decision-making process. Ask students to apply the decision-making process in regard to whether he feels that going to college is the choice he wants to make following high school.

Ask students to write out the following:

1. The problem
2. The alternatives
3. The advantages and disadvantages of each alternative
4. His decision, and why
5. His recognition of responsibility for his decision

After the students have answered the above questions, conduct a class discussion based upon the following concepts:

1. What evidence does the author use to justify his opinion?
2. Do you think he is correct? Why?
3. Is our society overeducating in one area and negatively stereotyping other areas?
4. What are some reasons for attending college or furthering one's career?
5. What is lifelong learning?

HAS EDUCATION PREPARED YOU?

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

1. Develop an understanding of the importance of a reading ability.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#16 Understand need for continuing education in a changing world
#17 Recognize role of education in career and life goals
#21 Recognize relationship: school environment/larger society

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
"My Father's Hands," Reader's Digest; May 1976.

INSTRUCTIONAL PROCESS:

First class: Allow the class to read the article entitled "My Father's Hands." Discuss the importance of being able to read in our society today. Discuss how the old man's life could have been saved by his learning to read earlier in his life. Have the students list the following questions, which they are to present to their parents:

1. Do you feel that you have had a satisfactory education?
2. Do you wish you would have taken more or different courses in school?
3. Do you feel that your education prepared you for our society today?
4. If you had to do it over again, would you study more in school? etc.

Second class: Discuss the results of the survey in relationship to the article and the above Della statements.

A PART OF ME

LANGUAGE ARTS/LITERATURE

SENIOR HIGH

CURRICULUM FOCUS:

1. Understanding short stories
2. Library Research skills
3. Writing skills
4. Reading and interpretation
5. Simulation of job as an "editor"

CAREER EDUCATION FOCUS:
(DELLA Statement)

#22 Acquire skills, good work habits in preparing for a career

ESTIMATED CLASS TIME: "Outside" activity

ESSENTIAL RESOURCES:
Access to a well equipped library, paper, pencil

INSTRUCTIONAL PROCESS:

Assuming that students have a knowledge of short stories and are familiar with the Short Story Index, present them with a ditto of the following instructions for an independent research project:

"Assume that you are interested in pursuing a career as a scholarly editor of books. As a preliminary endeavor, you wish to compile and edit an anthology of short stories, all of which portray a similar theme. In deciding upon the theme you will pursue, you arrive at the question, "What aspect of my character do others admire most?" Your response will determine the theme for your book.

Now, using this theme, consult the Short Story Index to select eight or ten appealing short story titles and anthology information. Secure and read five of the stories. Then begin the compilation of your anthology, which includes the following:

1. A "Title Page"
2. A "Table of Contents"
3. An "Introduction," (three or four pages) in which you introduce the reader to the purpose of your anthology, together with plot summaries of the stories and supportive commentary blending analyses of the plot's bearing upon theme.

ADJUSTING TO A NEW JOB

LANGUAGE ARTS

CURRICULUM FOCUS:

1. To learn vicariously how to adjust to a new situation.
2. Skills required to make friends.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#34 Recognize that occupational stereotyping is undesireable
#46 Recognize the need for making a meaningful career choice

ESTIMATED CLASS TIME: Three periods

ESSENTIAL RESOURCES:
Panel of four recent high school graduates

INSTRUCTIONAL PROCESS:

1. Show the filmstrip, "Adjusting to a New Job." (Singer)

2. Discuss the filmstrip.--Panel of alumni to share with the class their experiences of adjusting to a new situation. For example,
One panel member-adjusting to college;
One panel member-adjusting to a Business or Technical school
Several panel members adjusting to various jobs.

Allow time for a question and answer period to follow their brief presentations.

3. Present each student with a list of books on the concept of "self," getting along with others and acquiring social ease. Require a book report on one of the books on the list. Sample books: The Search for Self, How to be Your Own Best Friend, The Transparent Self, I'm O.K. YourO.K., etc.

THE FINANCIAL PAGE

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

1. Develop the ability to read and understand the financial page of a newspaper
2. To increase pupil's vocabulary of financial terms

CAREER EDUCATION FOCUS:
(DELLA Statement)

#51 Be familiar with basic economic concepts
#60 Be able to use economic information in decision making

ESTIMATED CLASS TIME: Three class periods (45 minutes)

ESSENTIAL RESOURCES:
How to Read your Newspaper, Chapter 18, (Harcourt Brace, Jovanovich, Inc., 1970)

INSTRUCTIONAL PROCESS:

Assign pupils Chapter 18, page 238-248. If only one copy is available, read or discuss these topics with them, then make up questions based on news articles similar to the ones pictured in the text.

Topic one: Why do People Buy Stock?

Topic two: How to Read the Stock Market Tables. Every pupil should have a copy of the stock market table from a local newspaper.

Follow discussion with Exercise three: How to Read Tables. Each pupil should use his stock market table to answer the following questions. Use the fractions as given in the table without changing them to dollars and cents. Example:

1. What was the highest price paid for Abbott Laboratories (or any other place the teacher decides to use) during 1975-76?

Exercise four: How to Figure Dividends. Each pupil should again use his stock market table to do this exercise. Pretend that you own the stock described in each question below. First look up the name of the stock in the table. Find the annual dividend per share. Then multiply the dividend by the number of shares you own to see how much your dividends will be. Example:

1. You own 100 shares of Ala Gas. Look up the dividend in the table and you will see that it is .96. Multiply the dividend by the number of shares you own.

Topic three: How the news affects the Stock Market. Every pupil should read the sample article on page 244 or bring in one article from a local paper illustrating this idea after it has been discussed.

Vocabulary on page 245 should be learned. Words included are: Profit-takers, Majority-of-issues, Big board, Market averages, Indexes, Market indicators.

Topic four: Practice in Your Local Newspaper. Practice one--
Skim the financial pages of your newspaper and try to find at least five examples of the "day-to-day lingo of Wall Street." Bring the words or clippings to class.

Practice two: Select a stock you think you would like to buy. Try to find news notes on the business pages to help you.

Other practices are included in the text.

FINDING A JOB OPENING

LANGUAGE ARTS

CURRICULUM FOCUS:

1. How to read and use a newspaper
2. How to evaluate an advertisement
3. How to reply to an advertisement

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#42 Know external factors affect decision-making and vice versa
#49 Develop effective decision-making strategies and skills
#56 Recognize that society needs labors of all its people
#57 Realize wages should not be sole basis for career choice
#55 Recognize role of work in economic independence

ESTIMATED CLASS TIME: Three class periods

ESSENTIAL RESOURCES:
Filmstrip--"Applying for a Job Opening--Sources", Singer Corporation.
Newspapers--Local and city papers, e.g. Bloomsburg--*Morning Press*; Wilkes Barre--*Times Leader*; Philadephia--*Bulletin* and *Inquirer*.
A speaker from the Bureau for Employment Services

INSTRUCTIONAL PROCESS:

Review the use of the newspaper index. Give each student a separate newspaper. Demonstrate how to find the Classified Section. Review the abbreviations used in newspaper advertisements. Give examples of cross-referencing.

Each student is to select a job he/she is interested in, clip the advertisement from the newspaper and write one paragraph explaining why he/she is choosing this particular job.

Students should then be requested to compile a list of advantages and a list of possible disadvantages pertinent to the job chosen. For example, if you applied for this job and were the successful applicant how would you get to work? Would you have to buy a car? Would you have to move to another area? Could you maintain an apartment?

During a separate class period have a class speaker from the Bureau of Employment Services speak to the class about answering newspaper ads, pitfalls to avoid, advantages and disadvantages of using private employment agencies, etc.

LEARNING HOW TO INVESTIGATE CAREER POSSIBILITIES

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Library research
2. Writing letters requesting information
3. Self understanding

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#16 Understand need for continuing education in a changing world
#17 Recognize role of education in career and life goals
#57 Realize wages should not be sole basis for career choice

ESTIMATED CLASS TIME: Two - three class periods

ESSENTIAL RESOURCES:
Local Newspapers; The Occupational Outlook Handbook by U.S. Dept. of Labor; Working by Studs Terkel

INSTRUCTIONAL PROCESS:

Statistics show that as much as 80% of American workers are unhappy in their jobs. The possibility of changing careers several times is large for many workers. How can one try to choose a career that they will be happy in?

The first step is to examine what we know about ourselves. For example, make three lists. On the first list write down all the hobbies you've ever had and that remain interesting. On the same list, put down all the extra-curricular activities at school you liked and were good at.

On the second list, write all the pleasant features of the jobs you've had. Finally, list your best subjects at school, the ones you preferred and the ones in which you earned the highest grades.

Read the lists carefully. Do your interests lean towards one area? Ask yourself "What really bugs me about the world we live in?" Perhaps your interest is strong enough for you to want to find a way to change the situation through a career.

After you've thought about jobs you might be interested in check the Occupational Outlook Handbook published by the U.S. Labor Department's Bureau of Labor (the library should have a copy). It contains descriptions of hundreds of occupations, with qualificaiions clearly discussed and a frank estimate of job prospects. It also lists organizations that you can write to for more information. Also talk to people now working in those fields. Check the want ads in the newspaper to see if listings are skimpy or plentiful.

These activities should give you some useful input as to what careers have the most possibilities for you.

JOB HUNTING-THE PROCESS

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Reading job finding resources

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#14 Understand interrelationship between education and work
#24 Understand variety and complexity of occupations and careers

ESTIMATED CLASS TIME: Three to five class periods. Outside assignments.

ESSENTIAL RESOURCES:
Newspaper ads, resumes, job descriptions, D.O.T.-Dictionary of Occupational Titles.

INSTRUCTIONAL PROCESS:

Assignment One: Student reads classified ads in local newspaper for one week. Count and classify all ads daily. At end of week, total the ads in each classification. When are most ads listed? Where is the greatest need for workers? Is there evidence of bias? What education is needed for most jobs? Summarize and report to class.

Assignment Two: Student visits private placement agency or state employment offices to gather data as above. Alternative may be to invite qualified persons to the classroom.

Supplemental Resources: How To Get That Job. Six filmstrips with records. Self-teaching orientation packages. Cost: $55.00 (estimate) Bowman

RESEARCH PAPERS

LANGUAGE ARTS	SENIOR HIGH
CURRICULUM FOCUS:	CAREER EDUCATION FOCUS: (DELLA Statement)
1. Thinking 2. Organizing 3. Writing skills	#14 Understand interrelationship between education and work

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Access to a library, paper, pen

INSTRUCTIONAL PROCESS:

When teaching how to write a research paper, make students aware that research can be a valuable skill for jobs as well as for the educational process. Many jobs require research: health, science, engineering, mining, writing, etc. Many fields require a researcher who does nothing but research in his special area: television, news, politics, counties, states, etc. Perhaps a speaker could be obtained from the local area who has done or who is doing research in a particular field.

TERM PAPER - CARREER

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Preparing a term paper.
    a. Format
    b. Footnotes
    c. Bibliography
2. Learning how to interview.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#05 Recognize relationship: self-characteristics/decision making
#14 Understand interrelationship between education and work
#16 Understand need for continuing education in a changing world

ESTIMATED CLASS TIME: Ongoing activity for 3 weeks

ESSENTIAL RESOURCES:
Guide for Research Paper, Occupational Outlook Handbook, Guidance Counselor's Library, Pennscript

INSTRUCTIONAL PROCESS:

1. Administer the Kuder Preference test to the students. (one class period)

2. Explain the procedure for Scoring Explained and score the tests. (one class period)

3. Discuss the meaning of the "Profile" from the Kuder test.

4. Have students narrow down their career selection choice and finally choose a career to write about.

5. Spend several class periods explaining "how to write a research paper."

6. Review use of card catalogue and Readers' Guide to Periodic Literature.

7. Explain how to use the tape recorder for interviews and have students decide upon a person to interview.

8. Check students' letters of request for a personal interview. (Interview form in Appendix)

9. Review format for writing thank you letters to interviewers.

10. Give students time from class to allow them the opportunity to explore pamphlets, books, etc. and gather information for their papers.

11. Ask students to discuss and evaluate their career choice.

ARE YOU A CANDIDATE FOR THE SHELF?

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Role identification.
2. Thinking processes.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#46 Recognize the need for making a meaningful career choice
#47 Develop a receptivity for new ideas/exploration of new ideas
#63 Understand differences between leisure time and idleness
#64 Understand interrelationships: leisure time and idleness
#66 Develop positive attitudes toward value of leisure time
#65 Understand leisure time can provide some rewards of work
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Prepared collage, appropriate newspaper articles, magazine articles, speaker

INSTRUCTIONAL PROCESS:

Show the class a collage of people enjoying various types of leisure activities. Then read some newspaper articles on crimes (misuse of leisure time); retirement statistics (company or union publications); and an article or two about "Golden Agers" or retired people who are contributing services to the community. You might give some of these to students a day or two before class to allow them time to prepare to read these articles to the class.

After all the information has been shared, initiate class discussion about how the various items are related. Try to elicit how leisure time should be fun and beneficial, not misused, and how to start early in life to plan ways to use leisure time so that by the time you retire, you will have something to look forward to instead of being a "candidate for the shelf."

Some students may know people who are very active since retirement and others who just sit around feeling useless. Perhaps an active retired person could speak to the class. Have the class investigate their community to see what is being done for "older" people: clubs, activities, counseling, etc. Emphasize the importance of preparing for this time of life as well as the importance of preparing for a job.

BEYOND HIGH SCHOOL

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Formulating post high school plans

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#13 Acquire vocabulary for educational planning
#14 Understand interrelationship between education and work
#17 Recognize role of education in career and life goals

ESTIMATED CLASS TIME: One or two class periods

ESSENTIAL RESOURCES:

Choosing A College--Sound filmstrip #CU 4-367 (with LP record) #CU 5-367 (with cassette) order from Charles W. Clark Co., Inc.
Planning Beyond High School--cassette #W12-1420--available from Charles W. Clark, Co., Inc.

INSTRUCTIONAL PROCESS:

Choosing A College is a sound filmstrip with a teacher's guide which illustrates an investigative process by which a student can arrive at the right decision about a college. It deals with size, location, curriculum, faculty, tuition, scholarships and accredidation thus helping to set up a wide-open discussion.

Choosing A Vocation is a sound filmstrip with a teacher's guide which shows students how to evaluate themselves, the job market, and the various trade schools and vocational programs available, and helps guide them toward a career that offers productivity and satisfaction.

Planning Beyond High School is a set of six cassettes with a teacher's guide which helps the student investigate the broad range of alternatives open to him/her after high school. It includes apprenticeships, on-the-job training, military careers, the importance of a continuing education plus its relationship to success.

BEYOND HIGH SCHOOL

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

1. Formulating post high school plans

CAREER EDUCATION FOCUS:
(DELLA Statement)

#13 Acquire vocabulary for educational planning
#14 Understand interrelationship between education and work
#17 Recognize role of education in career and life goals

ESTIMATED CLASS TIME: One or two class periods

ESSENTIAL RESOURCES:
Choosing A College--Sound filmstrip #CU 4-367 (with LP record) #CU 5-367 (with cassette) order from Charles W. Clark Co., Inc.
Planning Beyond High School--cassette #W12-1420--available from Charles W. Clark, Co., Inc.

INSTRUCTIONAL PROCESS:

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Choosing A Vocation is a sound filmstrip with a teacher's guide which shows students how to evaluate themselves, the job market, and the various trade schools and vocational programs available, and helps guide them toward a career that offers productivity and satisfaction.

Planning Beyond High School is a set of six cassettes with a teacher's guide which helps the student investigate the broad range of alternatives open to him/her after high school. It includes apprenticeships, on-the-job training, military careers, the importance of a continuing education plus its relationship to success.

VOICE CONTROL AND DICTION

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

1. Awareness of ways we present ourselves to others
2. Students' awareness of how their voices sound
3. Developing well-modulated speech and proper diction

CAREER EDUCATION FOCUS:
(DELLA Statement)

#04 Understand that personal characteristics can be changed
#33 Develop personal habits which are socially valued

ESTIMATED CLASS TIME: Three class periods

ESSENTIAL RESOURCES:
Tape recorder(s)

INSTRUCTIONAL PROCESS:

Have students use a tape recorder to record their normal speaking voices. Have them play it back and help them analyze what they hear. Ask them what they honestly like and don't like about their voices. Do they enunciate words properly or do they mumble? Is his or her voice too shrill, too loud, too soft, too nasal, too high, etc. Have students practice reading aloud at home and re-record their voices at a later date.

Discuss with students the need for using a pleasant, well-modulated tone of voice in various careers and business situations. Ask them what jobs in particular call for a lot of "voice action." (include such jobs as teachers, actors, salesmen, as well as the usually cited clerical jobs.)

BACK TO BACK

LANGUAGE ARTS

CURRICULUM FOCUS:

1. To demonstrate the importance of feedback in communication with others.
2. To develop listening skills.
3. To increase confidence in others.
4. To increase communication skills.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#12 Develop the necessary socialization skills

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Multiple copies of block drawings. (See attached sheets)

INSTRUCTIONAL PROCESS:

Divide the class in pairs. Ask that students pair up with someone they do not normally see regularly in a social setting.

Have students turn their chairs back to back.

Give one student in each pair one of the easier drawings (attached). Inform the class that only the person with the drawing is allowed to speak. The other person must remain totally silent. The other person is given a blank sheet of paper and a pencil. The ones with the drawing are told to guide the other person through detailed directions toward reproducing a duplicate drawing on his own paper.

It is imperative that only the person with the drawing before him is allowed to speak!

The instructor should monitor the process. When a pair is finished they are to raise their hands, and the instructor marks the time required on a sheet of paper.

When this round is completed for everyone, the two members of each group reverse rôles and new drawings are handed out. The process remains the same.

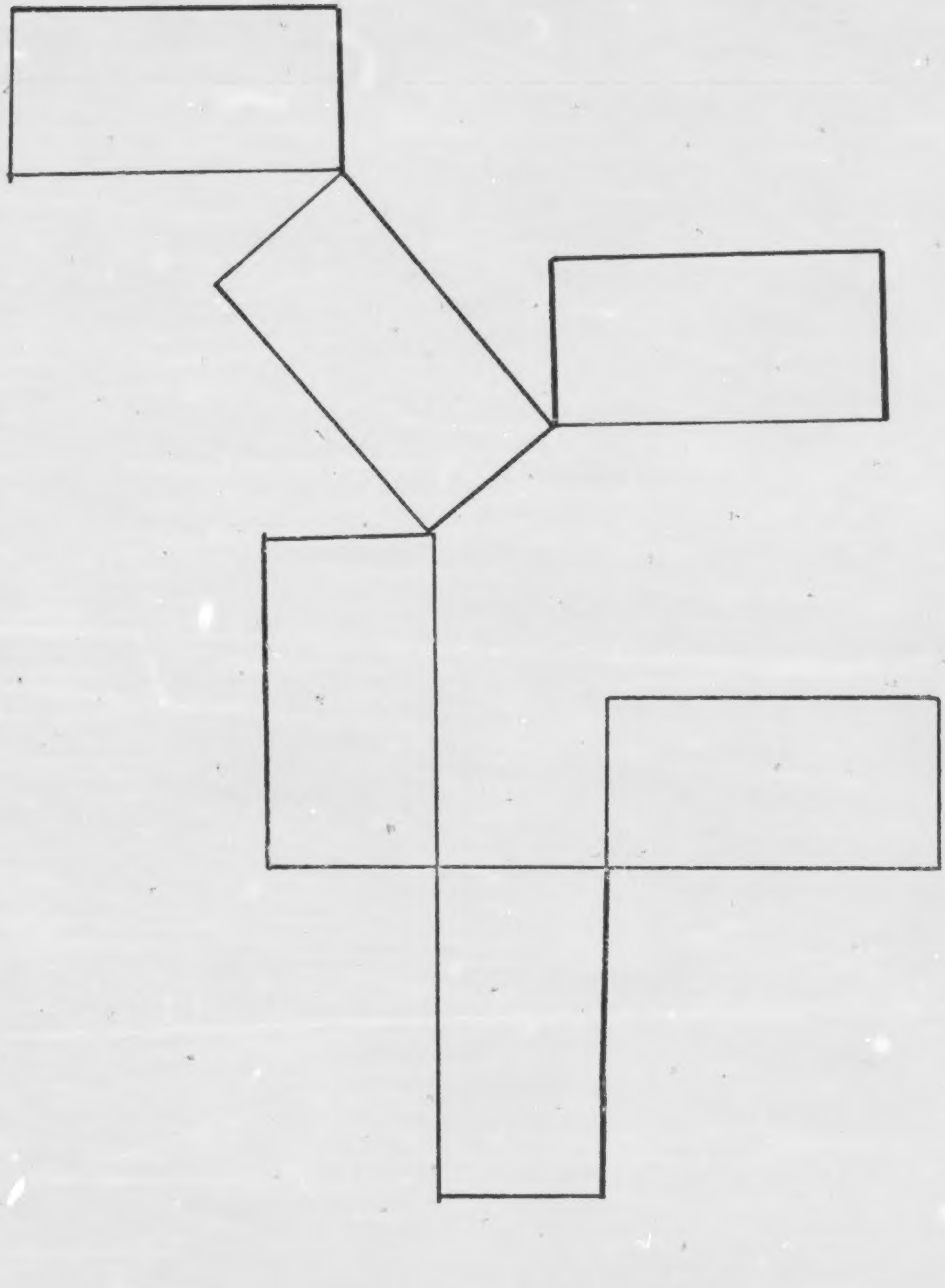
After this round is completed a more difficult type of drawing is passed out to each pair (attached). In this second phase the person attempting to duplicate the drawing is allowed to ask questions of the other person. Both members of the pair should go through the exercise also. The instructor will note the time required for this phase also.

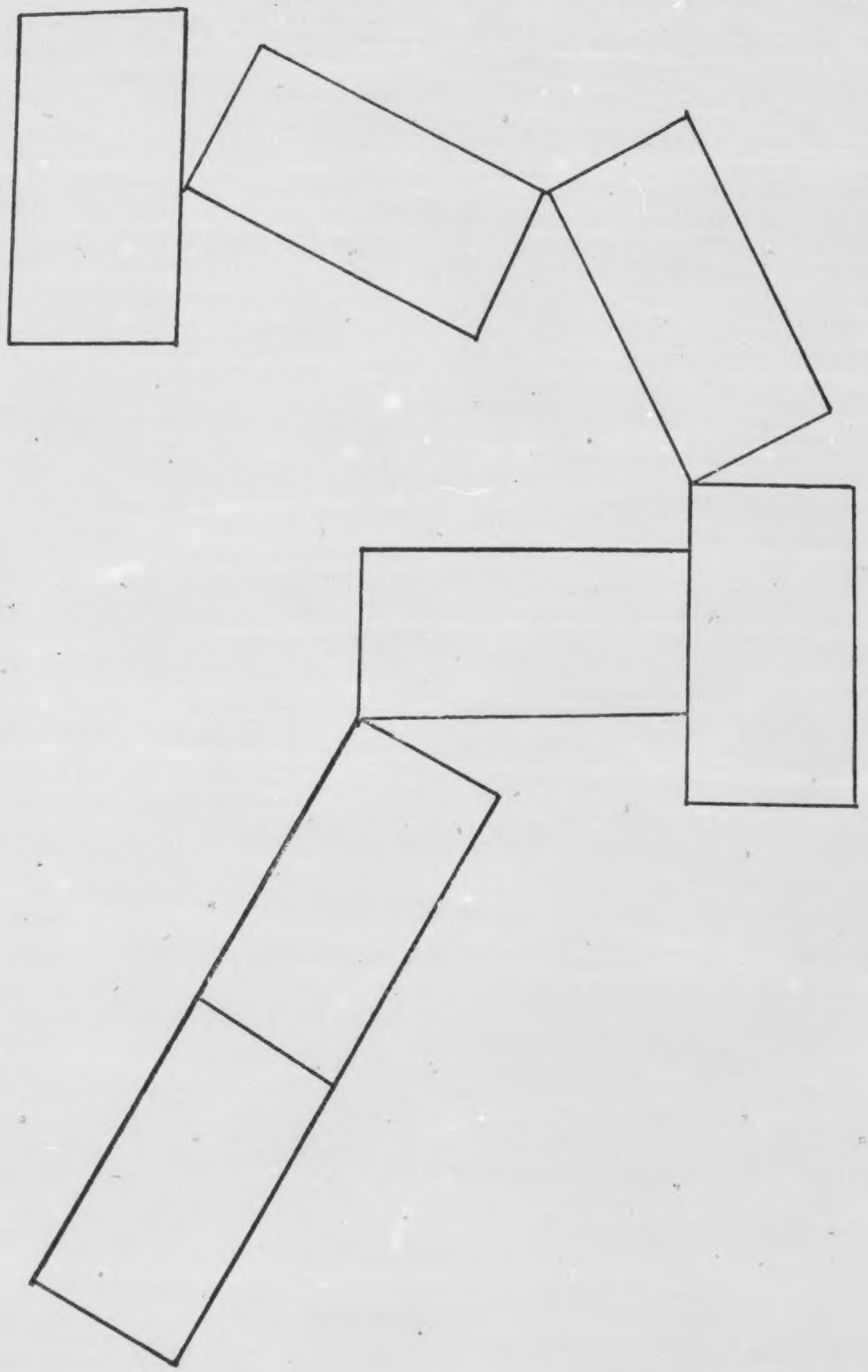
After this second phase is completed for everyone, it should appear that the more difficult drawings were done more accurately and in a quicker time.

As a summary ask the class why this was so. The obvious answer is that feedback helps make communication more effective and efficient.

Note: If you find that in the first phase students tended to communicate against the rules you could guard against this in the future by grouping in three's with the third person responsible for monitoring the process. This person could also time the activity. All three should have a chance to engage in the process, however, in all forms (director, drawer, observer). This will require more time being allowed.

The attached drawings are only examples. Other shapes can be included for more or less difficulty. Turning these drawings sideways or upside-down can give many different combinations, however, so few are really needed.





TAKING A STAND

LANGUAGE ARTS	SENIOR HIGH
CURRICULUM FOCUS: 1. Communication skills 2. Thinking and organizing skills	CAREER EDUCATION FOCUS: (DELLA Statement) #41 Understand decision-making involves responsible action #49 Develop effective decision-making process

ESTIMATED CLASS TIME: Three classes

ESSENTIAL RESOURCES:
paper, pencil

INSTRUCTIONAL PROCESS:

This activity is most appropriate at the end of a unit to reinforce a basic concept or at the beginning of one to stimulate some interest.

A controversial topic with a clearly defined statement about it is generated. Some suggestions are morality, capital punishment, or compulsory education. Initially, all the students make a decision either for or against or neither for nor against the issue. The class is separated into the two main groups and time is allotted to explore the reasoning behind their decision. The students are permitted to secure research to substantiate their position.

At this point each of the two sides, which are sitting on opposite ends of the room, presents pertinent information but only one student may speak at a time. What is extremely important is that at any point a student may change his decision but to do so, he must rise and walk across the room and select a desk with the other group. This activity ends with a general discussion of the presented facts and, more importantly, what stimulated some students to change sides.

Supplemental Resources: Women Today. Sound filmstrips. Cost: $48.50 (estimate) Guidance Associates

Eve of Change. Six filmstrips with sound and teacher guide. Explores attitudes toward women. Cost: $79.50 Westinghouse Learning Press

AGREE OR DISAGREE

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Interpretation skills
2. Analyzing skills

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#37 Develop necessary educational/occupational competency
#41 Understand decision-making involves responsible action

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Article--for example--Philadelphia Bulletin, January 22, 1976, "Opinion and Review", paper, pencil.

INSTRUCTIONAL PROCESS:

Day one--Distribute copies of a controversial article from a recent periodical or newspaper. The students are then asked to write the main idea on a sheet of paper and to list the main details he supports it with. When the students are finished with this, the entire class provides the answers to these two items. After a basic agreement, the students are assigned one question:

> To what extent do you think the author is right? Why?

Day two--The oral discussion is begun on the assumption that all the students have made a decision and they are now encouraged to justify and to substantiate that which they feel is right.

MONEY AS A DETERMINER

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

1. Writing
2. Thinking-analyzing

CAREER EDUCATION FOCUS:
(DELLA Statement)

#46 Recognize the need for making a meaningful career choice
#57 Realize wages should not be sole basis for career choice

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Paper, pencil, article "Crimes Big Payoff" U.S. News and World Report February 9, 1976, pages 50-52.

INSTRUCTIONAL PROCESS:

Previous to this class the students are asked to list the most important characteristics of a job they someday wish to secure. A brief justification for each should accompany the list.

The class discussion begins with a listing of the students' provided characteristics. As each is generated, the particular student must supply his reasoning for it. When this segment is concluded, the students are given a copy of the article to read. Because money or materialism will undoubtedly be high on the students' lists the article reflects the fallacy of this characteristic. When the students are finished reading, the teacher asks for reactions, both positive and negative ones. The discussion is concluded with this question:
To what extent is money a determining factor in choosing one's job?

ABORTION

LANGUAGE ARTS	SENIOR HIGH
CURRICULUM FOCUS:	CAREER EDUCATION FOCUS: (DELLA Statement)
1. Thinking 2. Writing	#48 Understand the need to take responsibility for own decisions

ESTIMATED CLASS TIME: One class

ESSENTIAL RESOURCES:

Paper, pencil, article-"Why New Uproar Over Abortions," U.S. News and World Report, March 1, 1976.

INSTRUCTIONAL PROCESS:

At least one day prior to this lesson, the students should be provided with a copy of this article, "Why New Uproar Over Abortions," and be instructed to read it. Also, they should write a paragraph in which the author's main idea and his major arguments are discussed.

The class begins with a general look at the article in terms of its factual information and the author's intention. When the students have demonstrated a sound comprehension of the article, the teacher asks them to turn their paragraphs over and respond in writing to the following questions:

1. To what extent is a woman justified in having an abortion performed?

2. Is a woman who has an abortion performed assuming the responsibility for her actions? Justify.

The rest of the class period should be used to hold an oral discussion of these questions. During this oral discussion exchange the teacher must remain impartial but must try to show how one is, in fact, responsible for his actions and decisions.

COMMUNICATION VIA INTERVIEWS

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Preparing students for interviewing.
2. Communicating through media or via media

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations and careers
#26 Determine characteristics/qualifications of occupations

ESTIMATED CLASS TIME: One week

ESSENTIAL RESOURCES:
Index cards, Videotape recorder, Community Resource Person, Technician (audio-visual)

INSTRUCTIONAL PROCESS:

The following activities will precede student interviewing of workers in the community:

1. Teacher directs a discussion of rules for interviewing.

2. Students list occupational and professional careers of interest.

3. Students work in groups to make a decision as to whom in the community they (as a group) wish to interview.

4. Students contact the individual they wish to interview (at least one week in advance).

5. Small groups (three to four students) prepare index cards on which they list major questions which they will use in the interview. (See prepared Interview Sheet Appendix).

6. An audio-visual technician will demonstrate the use of video-taping equipment.

7. Groups will role play their interviews (as practice), while learning how to use the video-taping equipment.

8. The class will view the video-taped role-plays and evaluate them by giving advice, suggestions, etc.

INTERVIEWS

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

1. Development of oral and written communications.
2. Thinking and organizing skills.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations and careers
#26 Determine characteristics/qualifications of occupations

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Paper, pencil, examples of interviews from various sources: media, newspapers, magazines

INSTRUCTIONAL PROCESS:

Discuss the interview: purpose, how to set it up and handle it, and how to complete the written form. Look at some examples and discuss some examples from radio and television. Emphasize that an interview will be as successful as the person's ability to conduct it.

A good interview requires background research by the interviewer on the topic to be discussed and good questions in order to get the desired information. Finally, assign each student an interview (from a teacher-prepared list or from a list made up by the students) with a store, business, professional office (lawyer, doctor, services, etc.), factories, school administration, etc.

The purpose of the interview is to find out various jobs within the business, the education and skills required for these jobs, age and health requirements, approximate salaries, benefits, etc. Sample questions can be found in the Interview Sheet, in Appendix. Some larger businesses may require two or more students in order to cover all aspects of a particular business. Give the students a week or more to accomplish the assignment (via tape, if agreeable, or in written form). Then share the information, and perhaps you might compile a resource file for future job references and give it to your counselors.

HELPFUL INTERVIEWS

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Practicing descriptive language
2. Oral communications

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#03 Understand relationship: self-characteristics/performance
#08 Develop a positive self-concept
#14 Understand interrelationship between education and work
#26 Determine characteristics/qualifications of occupations

ESTIMATED CLASS TIME: Three or four class periods

ESSENTIAL RESOURCES:
Occupational Outlook Handbook, other resource books related to careers

INSTRUCTIONAL PROCESS:

Place the students names in a hat and then draw one. This student is to be interviewed by the teacher for a job in a career in which he/she is interested. After each individual's interview, the class as a whole discusses the good and bad points of each interview. Also, discuss the importance of appearance and attitude.

CAREER INTERVIEWS

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Writing skills
2. Social behavior
3. Oral communication skills

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)
#10 Develop a sensitivity toward and an acceptance of others
#24 Understand variety and complexity of occupations and careers.

ESTIMATED CLASS TIME: Four class periods

ESSENTIAL RESOURCES:
Videotape, paper, pencils

INSTRUCTIONAL PROCESS:

Each student will be required to make a 20 minute videotape with an individual engaged in a career.

1. Students will write for information on a career and select an individual willing to be interviewed.
2. Students will write to their potential interviewer and set up a filming date.

After filming, each student will prepare a brief introductory speech on the career and the background of the interviewee. Have students introduce their tape and then show it to the class.

While viewing the class productions, the students could evaluate each others work and possibly learn from the various presentations.

BOSS FOR A DAY

LANGUAGE ARTS/VOCATIONAL ENGLISH

SENIOR HIGH

CURRICULUM FOCUS:

1. Communication skills
2. Writing skills

CAREER EDUCATION FOCUS:
(DELLA Statement)

#06 Understand and use the concept "role"
#14 Understand interrelationship between education and work
#20 Develop basic attitudes needed for entry/success in a career
#22 Acquire skills, good work habits in preparing for a career
#48 Understand the need to take responsibility for own decisions

ESTIMATED CLASS TIME: Two classes

ESSENTIAL RESOURCES:
Paper, pencil

INSTRUCTIONAL PROCESS:

Day 1: Set up a role-playing situation. Individual or small groups of 2 or 3 own small businesses (boutique, gas station, beauty salon, auto-body shop, carpenter, nursery, electrician, etc.). It is necessary for you to be out of town for a day (or more). You are very fussy about your work and your customer's satisfaction, so you prepare detailed job sheets for each of your employees. These job sheets will include:

Employee's name____________________

Task 1

Task 2

Task 3

Special duties (money to bank, special personal contact, etc.)

The students may research different jobs for this assignments or stick to their own shop area. Then copies of the job sheets should be shared for peer evaluation and for access to more job information.

Day 2: Reverse procedure-write a report (as the employee who used the job sheet) about the work: what was accomplished or not, and why; difficulties encountered; and reasonable, constructive suggestions.

APPLYING FOR A JOB

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Formulating pertinent questions
2. Learning how to use the telephone
3. Listening skills
4. Writing a letter of application

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#04 Understand that personal characteristics can be changed
#14 Understand interrelationship between education and work
#22 Acquire skills, good work habits in preparing for a career
#26 Determine characteristics/qualifications of occupations
#27 Understand process of developing a "career"
#33 Develop personal habits which are socially valued
#38 Develop entry level skills in area of occupational interest

ESTIMATED CLASS TIME: Four class periods

ESSENTIAL RESOURCES:
Filmstrip--"Applying for a Job" (Singer)
Telephones to practice speaking-Bell Unit
Paper-typewriters

INSTRUCTIONAL PROCESS:

1. Show the filmstrip, follow-up with a class discussion. Assign students to formulate questions they would ask in applying for a job via telephone.

2. Have telephone units and a tape deck set up to allow individual recordings of students. Provide a time for students to listen to their telephone conversations and evaluate their voice control and quality of questions posed.

3. Allow students to write rough drafts of their letters of application in class. Provide sample forms. Assign students to type the final draft of the letter for application as homework. Sign with a "nom de plume".

4. Set up a panel of college students or people in the community to serve on a panel to read and evaluate the letters of application in front of the class.

HOW TO WIN AN ELECTION

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Thinking and organizing skills
2. Communication skills

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#21 Recognize relationship: school environment/larger society
#25 Understand how occupations relate to functions of society

ESTIMATED CLASS TIME: Several class periods

ESSENTIAL RESOURCES:
Text containing campaign strategies or reference books from library

INSTRUCTIONAL PROCESS:

Prior to beginning class elections, discuss campaign strategies. First, find out what the students know about planning a campaign. Fill in what they don't know: offices involved; expectations of each officer; setting up a campaign platform to fit the job; selling yourself as a candidate through speeches, posters, skits, etc.

As well as encouraging knowledgable participation in the school elections, inform the students how this experience can be used when they become adults participating in their community in activities

Such as:

- Members of social clubs
- PTA
- Council (city or borough)
- Fire companies
- Unions
- Voters in local, state and national elections

Follow with a lesson in Parliamentary Procedure.

PARLIAMENTARY PROCEDURE

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Thinking
2. Organizing
3. Writing skills

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#12 Develop the necessary socialization skills
#17 Recognize role of education in career and life goals
#21 Recognize relationship: school environment/larger society
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: Several class periods

ESSENTIAL RESOURCES:
Parliamentary Procedure Handbook, handouts, or reference books, paper and pencil

INSTRUCTIONAL PROCESS:

Form a temporary club or organization in which the whole class can be involved. Discuss constitutions and by-laws. Look at samples from school clubs; for a set of laws for your organization. Discuss meeting procedures (order, committees, motions, etc.), then hold a meeting.

To make the assignment more real, perhaps you can plan a project to raise money for the school yearbook, to buy a piece of needed equipment for the school (library, A-V, gym etc.) or for a favorite charity. Weekly meetings can be held, committees appointed, etc. until the project is completed. Students should be aware that similar activities are available in the community.

THE DECLARATION OF INDEPENDENCE

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Thinking
2. Writing
3. Oral communications

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#44 Recognize that decision-making involves some risk taking
#47 Develop a receptivity for new ideas/exploration of new ideas
#48 Understand the need to take responsibility for own decisions

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Paper, pencil, anthology with the "Declaration of Independence"

INSTRUCTIONAL PROCESS:

Pre-requisite: Acquaintance with the Declaration of Independence.

At the beginning of the class, the teacher begins to distribute a half sheet of paper to each student. He/she then explains that the students today must make a decision as to whether or not to sign the whole piece of paper that will subsequently be passed around. The whole piece of paper represents the "Declaration of Independence" and this class consists of a group of independently wealthy persons comparable to those 56 who originally signed the document 200 years ago. The class is also warned that just like those original 56, the students might be sacrificing everything including their fortunes, families, and lives. They are, in fact, indicating by their signature that security is not as important as freedom. The students are then instructed to write on the half sheet of paper the main reasoning which led them to their decision. The document or the plain sheet of paper is distributed and the students have the opportunity to sign it.

After each student has made his decision, the rest of the remaining time is consumed by an oral discussion of the reasoning behind the students' decisions and the greatest influential factors prompting them to decide that way. Also, toward the end of the discussion, the students are asked to compare this mock signing with the original one.

Ask the students to compare the signing of the Declaration of Independence with events in recent and current history in terms of persons making a personal commitment and sacrifice. What in recent or current history has such personal significance? Project yourself into the future. What events, situations, etc. in the future could be significant enough to you to move you to make a commitment and sacrifice?

JEFFERSONIAN FREEDOM

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

1. Writing
2. Interpretative skills
3. Oral communication skills
4. Declaration of Independence

CAREER EDUCATION FOCUS:
(DELLA Statement)

#05 Recognize relationship: self-characteristics/decision-making
#43 Recognize restrictions in the decision-making process
#47 Develop a receptivity for new ideas/exploration of new ideas

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Paper, pencil, appropriate anthology

INSTRUCTIONAL PROCESS:

Previous to this activity, the students should be assigned to read the Declaration of Independence and complete the following two questions:

A. To what extent are "all men created equal?"

B. What is the significance of this document in terms of our contemporary society?

As the students arrive in class, the teacher reads those parts which deal with the equality of men. The two questions are examined and the students' responses are elicited. As the oral discussion ensues, it is focused toward forming the idea that we are equal and we are free to make decisions providing they do not infringe upon the rights of others since we are equal to the extent that "we are endowed by our creator with certain inalienable rights." The key word is rights and the three rights-life, liberty and the pursuit of happiness-guaranteed by the Declaration of Independence are finally orally examined in their applicability to everyone and their decisions.

How do these inalienable rights affect our own career decisions? Are these the values which are most important to us?

BEN FRANKLIN'S MAXIMS

LANGUAGE ARTS	SENIOR HIGH
CURRICULUM FOCUS: 1. Interpretative skills 2. Writing skills 3. Organizing skills	CAREER EDUCATION FOCUS: (DELLA Statement) #32 Realize one's success in work is affected by one's attitude #33 Develop personal habits which are socially valued

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Paper, pencil, list of Ben Franklin's Maxims

INSTRUCTIONAL PROCESS:

Prior to this class, the students should be provided with some basic information on what a maxim is; where they were written; the credibility of Poor Richard's Almanac; and the fact that they contain a great deal of common sense. The assignment for this class is for each student to select the maxim which illustrates the greatest and the most meaningful truth.

Essentially, this class consists of an oral discussion of the students' selections. They must justify their selections with real examples. To expedite this process, the teacher should attempt to have all the students who selected a particular maxim provide their perceptions of that maxim.

After all the students' observations are exhausted, the students are asked to characterize the entire group of Franklin's maxims. They are led orally to question these statements in terms of the attitudes and habits that Franklin tried to present to his readers.

Discuss what attitudes-habits are valued by our society, families, ourselves, and employers.

As a supplement to this activity you might like to show the filmstrip "Benjamin Franklin: Symbol of the American Revolution." (Guidance Associates)

THE WORK ETHIC

LANGUAGE ARTS

SENIOR HIGH

CURRICULUM FOCUS:

1. Thinking
2. Literature

CAREER EDUCATION FOCUS:
(DELLA Statement)

#30 Realize: work is an integral part of the total life style
#55 Recognize role of work in economic independence

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Paper, pencil

INSTRUCTIONAL PROCESS:

Subsequent to this lesson the students are asked to list the most significant characteristics of our society's work ethic.

The class discussion focuses on the student responses. As each is offered, the students are forced to comment personally on its relative worth. The principal characteristics that are stressed include:

1. Materialism is important
2. Learning for only a skill
3. Work leading only to profit
4. Lack of enjoyment in one's work
5. Working for future comfort

For each of these, the students must judge the relative worth in terms of what he feels is important. The final question is used as a summary:
What are the principal qualities of your own work ethic? Justify.

The supplementary resources should include: The Puritan Legacy Filmstrip Guidance Associates, 1972.

Job Attitude Series. Two filmstrips with cassettes or records and teacher guides. Cost: $48.50 (estimate) Guidance Associates

Changing Work Ethic. Two filmstrips with cassettes or records and teacher guides. Cost: $48.50(estimate) Guidance Associates

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DIRECT VARIATION AND BALLISTICS

MATHEMATICS/ALGEBRA

CURRICULUM FOCUS:

1. Direct variation

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#47 Develop a receptivity for new ideas/exploration of new ideas
#49 Develop effective decision-making strategies and skills

ESTIMATED CLASS TIME: 10--20 minutes

ESSENTIAL RESOURCES:
A rifle reloading handbook

INSTRUCTIONAL PROCESS:

1. Question the class as to who has ever shot a rifle (22 caliber to a large caliber deer rifle)

2. Then ask the following question: To make a large bullet travel as fast as a small bullet, would it take more or less powder for the larger projectile? Most will respond "more powder for the larger bullet," but this is not so. Examining a reloading handbook will illustrate that the larger the projectile the less powder one uses to obtain the same speed.

3. Solution: Force = mass x acceleration
$F = (m) \times (a)$
Force = Pressure x Area
$F = (P) \times (A)$

Therefore, $m \cdot a = P \cdot A$

*Remember that the speed (acceleration) of both bullets remains the same as well as the area of the bases of both projectiles.

Hence, misdirectly proportional to P which means as the bullet's mass increases so will the pressure pushing the bullet. Then that increased pressure will give the projectile more acceleration. But, since we want the heavier bullet to have the same acceleration as the smaller one, we must cut back on our load of powder. There is your solution; to make a heavier bullet go as fast as a lighter one, you must cut back on your powder load.

DETERMINING THE BEST JOB OFFER

MATHEMATICS/ALGEBRA

SENIOR HIGH

CURRICULUM FOCUS:

1. Sum of an arithmetic progression

CAREER EDUCATION FOCUS:
(DELLA Statement)

#28 Understand the relationship: occupational role/life style
#60 Be able to use economic information in decision-making

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Normal classroom supplies

INSTRUCTIONAL PROCESS:

Activity one: Give the students examples of three job opportunities to determine which job will produce the most income after six years. (total six year income)

JOB	STARTING SALARY	INCREMENTS
A	$12,000	$1,000
B	13,000	750
C	14,000	500

To compute this the students will have to use the formula for the sum of an arithmetic progression ($S_N = N/2 [2a + (N - 1) d]$). "N" would be number of years, "a" would be the starting salary, and "d" would be the increment.

Activity two: Have students check into various career fields for starting salaries and increments to experiment on their own.

Supplemental Resources: Game-Sim Series 1. A packaged set of 85 learning simulations. Emphasis on mathematics and communication skills. Cost: N.A. Available from California Learning Simulations, 750 Lurline Drive, Foster City, California 94404

SALES COMMISSION

MATHEMATICS/ALGEBRA

SENIOR HIGH

CURRICULUM FOCUS

1. Algebraic equations

CAREER EDUCATION FOCUS:
(DELLA Statement)

#29 Recognize materials/processes/tools of occupational clusters
#58 Recognize worker productivity is influenced by rewards

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Normal classroom supplies

INSTRUCTIONAL PROCESS:

Have students explore the career of sales by getting sales commission information from local businesses. Example: The local Dodge Dealer pays a commission of 8% on all auto sales.

a. Compute the total value of cars to be sold if the salesperson is to make $15,000 a year.
b. If the average car sells for $4,500, how many will the salesperson have to sell?

To compute

a. Above the algebraic equation $.08x = 15,000$ can be used. The students can then see that $187,500 worth of cars must be sold.

To complete

b. Above divide 187,500 by 4,500 and they can easily see that at least 42 cars must be sold to have this annual income of $15,000.

The same procedure can be used for other businesses.

Supplemental Resources: Math Applications Kit. Includes activity cards, reference cards, student handbook, teacher guide. Expands understanding, reinforces skills, motivates. Cost: $69 (estimate) Science Research Associates.

COMPOUND INTEREST

MATHEMATICS/ALGEBRA

SENIOR HIGH

CURRICULUM FOCUS:

1. Compound interest formula
   $A = P\,(1 + r)^n$

CAREER EDUCATION FOCUS:
(DELLA Statement)

#15 Be aware of multiplicity of skills, knowledge in education
#59 Acquire basic money management skills

ESTIMATED CLASS TIME: One class period and outside time

ESSENTIAL RESOURCES:
Local savings and loan company or bank

INSTRUCTIONAL PROCESS:

Activity one: Have students visit a local savings and loan company or a bank to obtain various certificates of deposit plans.

Activity two: Have students apply the formula $A = P\,(1 + r)^n$ to compute the amount of each certificate at maturity. Example--find the amount of a $5,000 certificate for four years at 7%, compounded semi-annually.

Solution -

$A = P\,(1 + r)^n$
$A = 5{,}000\,(1.0375)^8$
$A = \$6{,}712.10$
P = Dollars invested
n = Periods 2.4 semi-annually
r = Rate .0375 semi-annually

The student may use logarithms or a calculator to compute the amount

Supplemental Resources: Succeeding In The World of Work Program. Provides a program on careers and career opportunities. Enables students to discover where their interests and aptitudes coincide. Cost: Text $8.00 (estimate), Workbook $2.50 (estimate), guide free.
McKnight Publishing Company

COMPUTING TAX MILLAGE

MATHEMATICS/ALGEBRA

CURRICULUM FOCUS:

1. Direct Variation
2. Taxes vary directly with assessed valuations
3. Algebraic equations

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#50 Develop vocabulary for understanding economic principles
#51 Be familiar with basic economic concepts

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
People in the community

INSTRUCTIONAL PROCESS:

Activity one: Have the students check the assessed valuation and property taxes on various homes in the community (do not identify the homes) also have students gather similar information from other communities.

Activity two: Using the formula $T = MV$ (T = Tax, M = Millage, V = Accessed Valuation), have the students compute the millage of their community as well as other communities.

Activity three: If the assessed valuation is 25% of the market value, have the students compute the market value of various homes in their community as well as other communities.

Supplemental Resources: Game-Sim, Series1. A packaged set of 85 learning simulations. Emphasis on mathematics and communication skills. Cost: N.A. Available from California Learning Simulations, 750 Lurline Drive, Foster City, California 94404

PRICE/EARNINGS RATIOS IN COMMON STOCKS

MATHEMATICS/ALGEBRA/CONSUMER MATH

SENIOR HIGH

CURRICULUM FOCUS:

1. Ratios

CAREER EDUCATION FOCUS:
(DELLA Statement)

#15 Be aware of multiplicity of skills, knowledge in education
#51 Be familiar with basic economic concepts

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Wall Street Journal

INSTRUCTIONAL PROCESS:

Activity one: Have students check quarterly earning reports of five companies from different groups (utilities, steel, copper, etc.) in the Wall Street Journal. They should also check the price of these stocks. The students will then compute the P/E multiple (Price/Earnings Ratio) of each stock by multiplying the quarterly earnings by four and dividing this number into the price of the stock.

Activity two: Have students compare this ratio with the ratio in the Journal. Also compare with other companies in the same group. At this time the economic implications can also be discussed.

Supplemental Resources: Succeeding In the World Of Work Program. Provides a program on careers and career opportunities. Enables students to discover where their interests and aptitudes coincide. Cost: Text $8.00 (estimate), Workbook $2.50 (estimate), guide free.
McKnight Publishing Company

SCALE DRAWINGS

MATHEMATICS/ALGEBRA

SENIOR HIGH

CURRICULUM FOCUS:

1. Ratio and proportion

CAREER EDUCATION FOCUS:
(DELLA Statement)

#15 Be aware of multiplicity of skills, knowledge in education
#66 Develop positive attitudes toward value of leisure time

ESTIMATED CLASS TIME: Two hours of class time

ESSENTIAL RESOURCES:
Measuring tape
Drawing board
Drafting instruments

INSTRUCTIONAL PROCESS:

Have students measure the athletic field. The students should express these measurements in a scale drawing. Within this drawing the complete field area for javelin, shot put, discus, etc. should be designed to scale. Also the track should be placed in the drawing.

This activity will give students practice with the compass, T-square, and other drafting instruments. Many applications of ratio and proportion will be used.

Perhaps two or three students could do this project and report back to other members of the class.

Supplemental Resources: Career Exploration Program. Ten filmstrips with cassettes and guide. Designed to encourage career exploration.
Cost: $106 (estimate)
Science Research Associates

PLAYING THE GAME

MATH/BUSINESS MATH

CURRICULUM FOCUS:

1. Analysis of business transactions.
2. Understanding how to make a profit.
3. Learning economic principles of business.
4. Identify career possibilities.
5. Understanding balance sheets.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations and careers
#41 Understand decision making involves responsible action
#60 Be able to use economic information in decision making

ESTIMATED CLASS TIME: One or two class periods

ESSENTIAL RESOURCES:

A Guide to Teaching-Didactic Systems, Inc. ($2.00 for six players).
Game-The Firm-Erwin Rausch, Rutgers
A Guide to Simulations Games for Education and Training-David Zuckerman, Robert Horn (Information Resources, Inc.).
Basic Reference Shelf on Simulation and Gaming-Paul Twelker, Kent Layden (Information Resources, Inc.).

INSTRUCTIONAL PROCESS:

The teacher will introduce the students to the following game and allow them to proceed.

GAME DESCRIPTION

Game: The Firm-Erwin Rausch, Rutgers, 1968
Playing Data:
Age Level 12 Grade
Number of players: 6 minimum, no maximum, divided into 1 or more teams.
Playing time--One to two class periods
Preparation time--Decided by the teacher.
Materials:
Components: player's manuals, worksheets
Supplementary: A Guide To Teaching
Comment:
Competitive, deterministic, limited role play, quantitative outcomes, team play, play involves skill, rapid thinking, decision making, bargaining, coalition formation, and strategic thinking, top management, multi-product, imaginary products.
Summary Description:
Roles:
Teams represent store owners: president, operations manager, buyer, controller, assistant controller, public accountant.
Objectives:
To make a profit: To better understand balance sheets
Decisions:
At what price to sell merchandise: Whether to take on additional loans: What to do with profits.

Purposes:
To teach economic principles of running a firm.
To teach the fundamental relationships between assets and liabilities, revenue, cost and profit, and net worth.

Post-Game Activity:

In a discussion period, students will identify the career roles identified in the game.

PREREQUISITE MATH FOR OCCUPATIONS

MATH/GENERAL

SENIOR HIGH

CURRICULUM FOCUS:

1. Motivations for learning math
2. Identification of various uses of math

CAREER EDUCATION FOCUS:
(DELLA Statement)

#14 Understand interrelationship between education and work
#22 Acquire skills, good work habits in preparing for a career

ESTIMATED CLASS TIME: One week

ESSENTIAL RESOURCES:
PENNscript materials or similar types of occupational information materials

INSTRUCTIONAL PROCESS:

Have each student select an occupation or profession. For the chosen occupation the student should:

1. List the various types of jobs involved in this occupation or profession
2. Identify the prerequisite education needed for this occupation.
3. Specify the particular mathematical skills needed for this occupation (as identified from (1) and (2)
4. Have each student prepare a written or oral report on the project.
5. Look for those math skills common to all of the occupations selected.

Students can obtain the above information from parents or relatives in the chosen occupation, PENNscript materials on the occupation, or from other persons or library materials.

Supplemental Resources: Career Education Clusters. Five series, each consisting of four, sound, color filmstrips with teacher guide. Each series examins various career clusters. Cost: $238 (estimate) complete set. $70 (estimate) per series.
Westinghouse Learning Press.

PAYCHECKS

MATH

SENIOR HIGH

CURRICULUM FOCUS:

1. Using percentages
2. Presenting information in graph form

CAREER EDUCATION FOCUS:
(DELLA Statement)

#60 Be able to use economic information in decision making

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES: Career Cluster Information

INSTRUCTIONAL PROCESS:

1. Examine several paychecks sampling jobs in each occupational cluster.

2. Point out how much money was earned and how much of this was taken home.

3. Have the class figure out what percentage of the money earned was taken home.

4. Discuss what deductions were made in the paychecks and why they were made.

5. Figure the percentage of each deduction of the total paycheck (e.g. Federal Tax 11%, State Tax 2%)

6. Plot a graph showing where the money a worker actually earns goes, for several jobs in each occupational cluster.

7. Use the 15 career clusters outlined by the U.S. Office of Education which are:

   Agri-Business and Natural Resources
   Business and Office
   Communications and Media
   Construction
   Consumer and Homemaking
   Environment
   Fine Arts and Humanities
   Health
   Hospitality and Recreation
   Manufacturing
   Marine Science
   Marketing and Distribution
   Personal Services
   Public Services
   Transportation

CALCULATING DEDUCTIONS FROM PAYCHECKS

MATH

CURRICULUM FOCUS:

1. Using percentages
2. Presenting information in graphs
3. Consumer math

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#60 Be able to use economic information in decision making

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Sample pay checks, Transparency of paycheck and stub, Overhead projector

INSTRUCTIONAL PROCESS:

Examine several paychecks sampling jobs in each occupational cluster. (Perhaps sample checks can be obtained from local industries rather than examining personal paychecks.) Point out how much money was earned and how much of this was taken home. Have the class figure out what percentage of the money earned was taken home. Then discuss what deductions were made in the paychecks and why they were made. Figure the percentage of each deduction of the total paycheck (e.g. Federal Tax 11%, State Tax 4%). Finally, plot a graph showing where the money a worker actually earns goes, for several jobs in each occupational cluster.

Supplemental Resources: Game-Sim. Series 1. A packaged set of 85 learning simulations. Emphasis on Mathematics and communication skills. Cost: N.A. Available from California Learning Simulations, 750 Lurline Drive, Foster City, California 94404

INTEREST FROM SAVINGS ACCOUNTS

MATH

CURRICULUM FOCUS:

1. Computing interest
2. Working with percentages
3. Consumer math

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

60 Be able to use economic information in decision-making

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
none

INSTRUCTIONAL PROCESS:

Many students may have part-time jobs such as delivering newspapers, babysitting, etc., and may have saved some of their earnings. Show them how to figure out the interest they can earn on their savings, using the interest rate of a local bank. Compute this interest for one quarter, two quarter, three quarters, one year, five years, and ten years to show that the longer money is in a savings account the more interest it earns.

Show that various banks and savings and loan associations have different rates and different types of accounts. Identify which account to use when:

Saving for a new bicycle?
Saving for college?
Saving for a house?
Saving for retirement?

What would be the difference in interest earned among the various accounts (ex. day of deposit to day of withdrawal, 90 day account, certificate of deposit, etc.) with a sum of $5000 for 10 years?
How long would it take you to purchase a ten-speed bike which costs $149 if you had $100 in a savings account and added no additional money?

Supplemental Resources: Career Exploration Program. Ten filmstrips with cassettes and guide. Designed to encourage career exploration.
Cost: $106 (estimate)
Science Research Associates

INTEREST RATES FOR BORROWING MONEY

MATH

SENIOR HIGH

CURRICULUM FOCUS:

1. Computing interest
2. Working with percentages

CAREER EDUCATION FOCUS:
(DELLA Statement)

#60 Be able to use economic information in decision-making

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
None

INSTRUCTIONAL PROCESS:

Several students in the class may want to purchase a big item such as a bicycle, pool table, stereo or take a trip. Help them compute the cost of purchasing these items with a bank loan at the bank's current interest rate, having 18 months to repay the loan. Discuss how banks earn money and why the interest rates differ for savings and loans.

What occupations will be involved in this entire transaction - from the decision to buy and to the delivery of the item at home?

Supplemental Resources: Career Education Clusters. Five series, each consisting of four, sound, color filmstrips with teacher guide. Each series examins various career clusters. Cost: $238 (estimate) complete set. $70 (estimate) per series.
Westinghouse Learning Press

COST OF TRANSPORTATION

MATHEMATICS/CONSUMER MATH

CURRICULUM FOCUS:

1. Demonstrating the total cost of operations of a car for one year and the cost per mile

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#59 Acquire basic money management skills
#60 Be able to use economic information in decision-making
#61 Acquire basic consumer skills

ESTIMATED CLASS TIME: two--five classes (40 minutes each)

ESSENTIAL RESOURCES:
Statistics helpful in figuring costs of depreciation, insurance and financing costs, license fees, inspection fees, etc.

INSTRUCTIONAL PROCESS:

1. Have each student estimate the yearly cost of any make car they want. They may use a friend's, brother's, or parent's car for the example. Next they are to itemize each expense of that car. The teacher may have the students make the list of expenses up before hand, and then organize them in a way similar to the following example:

   Fixed cost
   1. depreciation
   2. financing
   3. insurance
   4. garage rental
   5. license
   6. inspections

   Flexible cost
   1. gas
   2. oil and grease and filters
   3. tires
   4. maintenance of car (ex.--tune ups, battery, tires, etc.)
   5. miscellaneous (ex.--car washes, lights, etc.)

2. Once the students determine these costs they are to total all expenses and divide the average number of yearly miles into the total cost. This result will furnish them with the cost per mile for that year.

3. When the class turns in this cost list, they will discuss ways to cut cost per mile. Examples:

   a. Buy an older car--less depreciation, but possibly more maintenance expenses.
   b. Make a larger downpayment to cut financing costs.
   c. Drive sensibly to get better tire and gas mileage.

FOOD, INFLATION, AND COMPARISON SHOPPING

MATHEMATICS/CONSUMER MATH

SENIOR HIGH

CURRICULUM FOCUS:

1. Percentages
2. Inflation
3. Comparative shopping

CAREER EDUCATION FOCUS:
(DELLA Statement)

#59 Acquire basic money management skills
#60 Be able to use economic information in decision-making
#61 Acquire basic consumer skills

ESTIMATED CLASS TIME: Two--five class periods (40--60 minutes each)

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

1. As a homework assignment have the students bring in a list of several weekly shopping items from which the class will make a comprehensive shopping list consisting of 20 items. The name and quantity of these items must be exact.

2. Divide the class into groups and assign them to price the above items at each of your local food markets. This pricing may be done either during a class period or during a weekend when they may accompany their parents to the store.

3. After completing these lists, have the class organize the prices in one report. Total the lists in accordance with each store. The students' findings should be reported to the class who should discuss and examine the findings. Such topics as trading stamps, percentage of increase from store to store, convenience stores, etc. may be brought to the attention of the class.

4. Later, you may have the students update these lists and examine the inflation of food cost over that span of time. Then project this increase over the next year and compare this projection to the previous year's inflation.

5. If time permits, you may go into the topic of the consumer price index.

TRAVEL PLANS

MATH

CURRICULUM FOCUS:

1. Practice with basic math skills.
2. Exchange of United States currency with foreign currency.
3. Map reading.
4. Developing simple equations.
5. Sequencing activities.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#20 Develop basic attitudes needed for entry/success in a career
#26 Determine characteristics/qualifications of occupations
#59 Acquire basic money management skills
#65 Understand leisure time can provide some rewards of work

ESTIMATED CLASS TIME: Two-four weeks

ESSENTIAL RESOURCES:
Currency exchange tables, time zones charts, kilometer/mileage, conversion tables (Travel School of America or American Society of Travel Agents)

INSTRUCTIONAL PROCESS:

This is a small group or individual independent study project.

Learning Experience I: Develop simple equations.
Develop one equation for each:

Crossing time zones
Exchanging currency
Interpreting speed (mph vs kilometer/hr.)

Learning Experience II: Become familiar with the role of travel agents.
(entire class or small groups)

Visit a travel agency or invite a travel agent to visit the class.
Prepare for the visit by developing a set of questions.
(See Attachment A)
Record the results of the interview.

Learning Experience III: Plan a trip out of the USA.
(1-2 week research time)

1. Identify the traveling party.
2. Select a destination.
3. Research the trip:
    a. departure and arrival times
    b. hotels and rates
    c. basic transportation
    d. supplemental transportation
    e. money (amount needed, travelers checks, foreign currency)
    f. time changes

   g. different ways to finance trips
   h. identify special problems (language, health)
   i. passports, visas
4. Write a travel plan

Learning Experience IV: Evaluation/assessment.

Groups or individuals exchange plans and assess the merits of plans developed by others.

ATTACHMENT A

1. How do you go about planning a trip for a traveler?
2. How do you make arrangements?
3. What information is needed from travelers?
4. What extra information is provided for travelers?
5. How important is it for the agent to be familiar with the places to which travelers go?
6. What currency problems are encountered?
7. What fringe benefits are available to agents?
8. What training do agents need?
9. What are problems or disadvantages of being a travel agent?

INVESTMENT MATHEMATICS

MATH

CURRICULUM FOCUS:

1. Application of math skills.
2. Investment mathematics.
3. Decision-making skills.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#20 Develop basic attitudes needed for entry/success in a career
#50 Develop vocabulary for understanding economic principles
#51 Be familiar with basic economic concepts

ESTIMATED CLASS TIME: One class period every week for one year

ESSENTIAL RESOURCES:

Daily stock quotations (N.Y. Times subscription), a stock broker to speak to the class, representatives from local industries to speak to the class.

INSTRUCTIONAL PROCESS:

Prepare a list of local industries that are part of a corporation whose stock prices are available-(even local bank stock is alright if it is generally available).

Have each student or a team of students select an industry and research that industry with respect to past financial records, number of employees, etc.

Graph the "income", "dividends" and stock prices for the past several years. With this information predict the future growth of that industry. Suggest a "buy" range for purchasing stock. Keep a chart on the bulletin board for the year of all the selected industries for the students to update weekly (ex.- change "buy" to "sell" stocks as appropriate).

At the end of the year sell and calculate the profits or losses (include broker's fees).

During the year, plan ways for students to become knowledgable of careers related to stock market activities. Individual assignments may include preparation of profile cards on those careers to be filed for future use by interested students.

EXPLORING THE STOCK EXCHANGE

MATHEMATICS

SENIOR HIGH

CURRICULUM FOCUS:

1. Understand procedure for purchase and sale of common stocks on the New York and American Stock Exchanges

CAREER EDUCATION FOCUS:
(DELLA Statement)

#44 Understand that decision-making involves some risk taking

ESTIMATED CLASS TIME: Two class periods plus follow-up activities

ESSENTIAL RESOURCES:
Copies of Wall Street Journal, Standard and Poor stock guide, local newspaper, stock recommendations and written information from the nearest investment companies.

INSTRUCTIONAL PROCESS:

Arrange for a representative of a local investment company to visit your class to discuss the mechanics of the stock market. At the following class, arrange the students into two teams. After reviewing the resource materials, each team will be given one week to select a stock which they would purchase. The teams may select these stocks by consultation with a local investment representative or by studying financial publications such as the Wall Street Journal. It will be the responsibility of each team to keep a bar graph of the price of the stock for 30 weeks. Each team will report on the progress of their stock every two weeks.

At the beginning of the stock study, assign a given amount of money to each team ($10,000). When the final report is made the students should indicate a profit or loss on their investments.

Supplemental Resources: Game-Sim. Series 1. A packaged set of 85 learning simulations. Emphasis on mathematics and communication skills. Cost: N.A. Available from California Learning Simulations, 750 Lurline Drive, Foster City, California 94404

CAREER CLUSTERS

MATH

SENIOR HIGH

CURRICULUM FOCUS:

1. Concepts of proportion and distribution
2. Graphing
3. Interpreting graphs

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of careers

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
U.S. Census Report, graph paper, pencils, Career Cluster Information

INSTRUCTIONAL PROCESS:

If the complete U.S. Census Report is in your library, examine it and note the number of workers for various job categories (clusters) in your community. Compare their distribution with that of workers in a near-by community of the same size.

Graph this information with a bar graph. Graph the distribution of these workers in terms of career clusters in a pie graph. Utilize the 15 clusters outlines by the U.S. Office of Education which are:

Agri-Business and Natural Resources
Business and Office
Communications and Media
Construction
Consumer and Homemaking
Environment
Fine Arts and Humanities
Health
Hospitality and Recreation
Manufacturing
Marine Science
Marketing and Distribution
Personal Services
Public Services
Transportation

CAREER SEARCH

MATHEMATICS

SENIOR HIGH

CURRICULUM FOCUS:

1. Application of math skills.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#06 Understand and use the concept "role"
#14 Understand interrelationship between education and work
#29 Recognize materials/processes/tools of occupational clusters
#35 Be aware of the value of acquiring marketable skills

ESTIMATED CLASS TIME: Part-time, one semester. Full-time, two weeks.

ESSENTIAL RESOURCES:
A large table on which to build the model, appropriate materials for constructing land, water, trees, buildings, etc. Consultants in various fields, other teachers.

INSTRUCTIONAL PROCESS:

Students construct a model to search out careers and to learn the need for math in the world of work.

Primary activity: The students will design and construct a scale model of a summer camp.

Related activity 1: Prepare a chart for every task. Example:

TASK	SKILL	TOOLS	TRAINING NEEDED	MATH REQUIRED
Surveying	Use of transit, map reading, blueprint preparation, Identify land forms.	Transit	How to set up instruments, land measurement, how to prepare blueprints, how to search gov't records, mark positions, map reading.	Basics--Algebra, Geometry

Related activity 2: Divide students into groups to prepare models of a summer camp. Each student can select assignments with one student acting as a coordinator. A master plan may be necessary.

Description of the camp: The camp has 150 acres. It is bordered by a river which can be used for swimming and boating. There is a hill 40 feet high near the center of the property. There will be adequate facilities for summer sports, total camp gatherings, sleeping and eating for 200 campers ages 13-17. There are wooded areas covering about 40% of the land.

Concluding activity: Review all the careers identified in the construction of the camp. (Don't forget the camp director who will have input during the construction). Students should be considering their own interests and abilities as related to the careers. The teachers should emphasize the need for math to complete such a project. Discuss with the students the value of acquiring marketable skills and that mathematical skills are marketable.

MATH IN USE

MATHEMATICS

SENIOR HIGH

CURRICULUM FOCUS:

1. Applying mathematics to record keeping
2. Learning to recognize the importance of math in future activities
3. Reviewing math fundamentals

CAREER EDUCATION FOCUS:
(DELLA Statement)

#25 Understand how occupations relate to functions of society
#35 Be aware of the value of acquiring marketable skills
#57 Realize wages should not be sole basis for career choice

ESTIMATED CLASS TIME: Four--five class periods

ESSENTIAL RESOURCES:
Income tax forms, sales order forms for outside sales, expense account forms, math books, bookkeeping materials.

INSTRUCTIONAL PROCESS:

Session one: Invite an outside sales person (not in a store) to discuss the career with the class. Questions to be asked should include:

What are the responsibilities?
How do you like it?
What are the advantages?
What are the problems?
Is the pay appropriate?
How do you plan your time?
Do you recommend it for high school graduates?

Session two: In small groups, or as a class, select a career which can be used to illustrate the need for and the utilization of math. Identify as many ways as possible in which math is required in that life situation. For example:
Sales representative for a pharmaceutical firm.
(married, major wage earner, two children)
Salary $15,000 per year

Expense Account:
travel @ 15¢/mile--average 650 miles/week
meals
lodging

Major expenses:
housing clothing
car insurance
food medical

Sessions three and four: With use of appropriate forms, which may be constructed by the students or secured from the business education department, illustrate the need and use of mathematics. Calculate income, expenses, balance for one month (one year), income tax (form 1040). Prepare reports to home office on expenses and orders for pharmaceuticals.

Supplemental Resources: Game-Sim. Series 1. A packaged set of 85 learning simulations. Emphasis on mathematics and communication skills. Cost: N.A. Available from California Learning Simulations, 750 Lurline Drive, Foster City, California 94404

REMODELING

MATHEMATICS/GENERAL

CURRICULUM FOCUS:

1. Learning to apply general math skills
2. Calculating requirements

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#26 Determine characteristics/ qualifications of occupations
#32 Realize one's success in work is affected by one's attitude

ESTIMATED CLASS TIME: Four to six class periods

ESSENTIAL RESOURCES:

Rulers, large size drawing paper, pencils, decorator magazines, Design books from paint and decorator stores, Dittoed page with descriptions of rooms.

INSTRUCTIONAL PROCESS:

This activity deals with practical applications of math skills in planning for interior repair and decoration and with consideration of math needs for painters, carpenters, interior decorators, architects, paper hangers.

Activity one: Pre-assignment. Students will be given a page with general room descriptions and instructions for redecorating these rooms. Each student will search out information needed to complete the activity. The instructor can select the method to be used: class, small groups, or individuals.

Activity two: Students will draw to scale the room(s) they will be redecorating, plan needed redecorating, plan needed repairs, select new materials, determine amount of material, determine costs.

Activity three: Questions to be answered:

1. How much wallboard needed?
2. How much putty needed?
3. How much spackling compound needed?
4. How much sandpaper?
5. How much paint?
6. How much wallpaper?
7. What tools are required?
8. How much would the materials cost?
9. What type and how much floor covering was used?
10. How did you like this assignment?
11. Would you like to do this kind of work for a career? Explain.

ROOM DESCRIPTIONS

KITCHEN (room size = 18' by 10')

Kitchen layout:
- 3 windows (size to be determined)
- 2 doors (size to be determined)
- counter space = 14' (linear)
- cupboard space = 20' (linear)

Kitchen repairs:
Needs to be repainted and one window pane needs to be replaced.

LIVING ROOM (room size = 20' by 16')

Living room layout:
- 3 windows (size to be determined)
- 2 doors (size to be determined)

Living room repairs:
A damaged wall (a 3' by 5' area) needs to be replastered.

BEDROOM (room size = 10' by 12')

Bedroom layout:
- 2 windows (size to be determined)
- 1 door (size to be determined)

Bedroom repairs:
All trim around windows needs to be repainted.

Assume the following:
1. All rooms need sometype of wall covering (paint, wallpaper, woodgrain panels, etc.)
2. All rooms require new floor covering (tile, linoleum, carpets, etc.)
3. All ceilings are 8' high.

Do the following:
1. Research dimensions not given.
2. Design new interiors for the rooms.
3. Estimate the costs of repairs and redecorating if using materials from local businesses.

MAGAZINE ADVERTISING

MATHEMATICS

CURRICULUM FOCUS:

1. Proportions
2. Area
3. Average

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#26 Determine characteristics/ qualifications of occupations
#50 Develop vocabulary for understanding economic principles
#51 Be familiar with basic economic concepts
#61 Acquire basic consumer skills

ESTIMATED CLASS TIME: One period for four weeks

ESSENTIAL RESOURCES:
None

INSTRUCTIONAL PROCESS:

Have students select their favorite magazine. Calculate the total proportion of the magazine that is used for advertising, and the proportion that is not used for advertising. Do this for several issues and calculate an average over these issues. Make a chart for comparing all of the magazines surveyed.

Discuss the importance of advertising to a magazine's financial status. What are the features or elements common to all of these advertisements. What qualities and characteristics would one need to be successful in advertising?

Supplemental Resources: Career Exploration Program. Ten filmstrips with cassettes and guide. Designed to encourage career exploration.
Cost: $106 (estimate)
Science Research Associates

PYTHAGOREAN THEOREM

MATHEMATICS/GEOMETRY

SENIOR HIGH

CURRICULUM FOCUS:

1. Application of the Pythagorean Theorem

CAREER EDUCATION FOCUS:
(DELLA Statement)

#17 Recognize the role of education in career and lifetime goals
#29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: Two hours

ESSENTIAL RESOURCES:
Private home with T.V. tower, measuring tape

INSTRUCTIONAL PROCESS:

Activity one: Take students on a field trip to a rural area where no paid television is available, and the home owner has a T.V. tower supported by cables. Have the students measure the distances from the base of the tower to the points where the cables are anchored. The height of the tower is known. Have the students use the Pythagorean formula ($a^2 + b^2 = c^2$) to compute the amount of cable needed to support the tower.

Activity two: Have students bring to class drawings of other examples where the Pythagorean Theorem is used. (utility poles, etc.) Point out that the Pythagorean Theorem has applications to many careers other than the T.V. business.

Supplemental Resources: Game-Sim. Series 1. A packaged set of 85 learning simulations. Emphasis on mathematics and communication skills. Cost: N.A. Available from California Learning Simulations, 750 Lurline Drive, Foster City, California 94404

PRACTICAL APPLICATIONS OF CONES

MATHEMATICS/GEOMETRY

CURRICULUM FOCUS:

1. The formula for the volume of a cone is $V = 1/3 \pi r^2 h$

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#14 Understand interrelationship between education and work

ESTIMATED CLASS TIME: One class period and additional outside time

ESSENTIAL RESOURCES:
Normal classroom supplies

INSTRUCTIONAL PROCESS:

Activity one: Have a small group of students visit a building supply company where sand is stored in a conical pile. Have students compute the number of cubic feet of sand in the pile by using the formula $V = 1/3 \pi r^2 h$. After this is completed have students convert their answer to cubic yards.

Activity two: Have another small group of students visit a farm where grain is stored in a conical pile. Have them proceed as in Activity one, but convert the cubic feet to bushels to make answer more meaningful.

Activity three: Have students offer other examples where the knowledge of the volume of a cone formula is beneficial.

Supplemental Resources: Career Education Clusters. Five series, each consisting of four, sound, color filmstrips with teacher guide. Each series examins various career clusters. Cost: $238 (estimate) complete set. $70 (estimate) perseries. Westinghouse Learning Press.

COMPARING THE PRICES OF ORANGES AND TANGERINES

MATHEMATICS/GEOMETRY

SENIOR HIGH

CURRICULUM FOCUS:

1. The ratio of the volume of two spheres is equal to the ratio of the diameters cubed.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#61 Acquire basic consumer skills

ESTIMATED CLASS TIME: One period plus a little outside time

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

Have each student bring an orange with a 3" diameter and a tangerine with a 2" diameter to class. Using the principle that the ratio of the volumes of two spheres is equal to the ratio of the diameters cubed, the students will determine the best buys at various prices.

Example: Suppose that oranges are $1.00 a dozen and tangerines are 50¢ a dozen, which is the better buy?

Ratio of volumes = $(2/3)^3$ = 8/27, in other words the volume of the 2" fruit is 8/27 of the volume of the 3" fruit, yet it cost 1/2 as much. Obviously the oranges at $1.00 a dozen is a better buy.

Supplemental Resources: Math Applications Kit. Includes activity cards, reference cards, student handbook, teacher guide. Expands understanding, reinforces skills, motivates. Cost: $69 (estimate) Science Research Associates

VOLUME OF A RECTANGULAR SOLID

MATH/GEOMETRY

SENIOR HIGH

CURRICULUM FOCUS:

1. Use the formula:
   V= lwh

CAREER EDUCATION FOCUS:
(DELLA Statement)

#21 Recognize relationship:
school environment/larger society
#67 Develop skills in leisure
time activities

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Aquarium, ruler

INSTRUCTIONAL PROCESS:

Activity One: Make arrangements to use the aquarium in the biology lab for a practical exercise in applying the formula for the volume of a rectangular solid. Example: The aquarium is to contain exactly 9 cubic ft. of water for a certain type of fish. Have students measure the length and width. By using the formula V=lwh, have the students compute the height of the water level needed.

Activity Two: In the follow-up discussion point out that in any leisure time activity, whether it be tropical fish or any other, mathematics is necessary.

Supplemental Resource: Succeeding In the World of Work Program. Provides a program on career opportunities. Enables students to discover where their interests and aptitudes coincide. Cost. Text $8 (estimate), Workbook $2.50 (estimate), guide free. McKnight Publishing Company

COMPUTING AREA OF VARIOUS GEOMETRIC FIGURES

MATHEMATICS	SENIOR HIGH
CURRICULUM FOCUS:	CAREER EDUCATION FOCUS: (DELLA Statement)
1. Use of various formulas for determining area of different geometric figures	#14 Understand interrelationship between education and work

ESTIMATED CLASS TIME: One class period (45 minutes)

ESSENTIAL RESOURCES:
Map showing a property that has been divided into unusually-shaped lots.

INSTRUCTIONAL PROCESS:

Provide each student (or group of 4 students) with a description of an unusually-shaped plot of land. The student will determine the total area of the land by adding the area of the parts equal to the whole. Each student (or group of students) will also determine the size of a house that could successfully be built on this plot of land.

Discuss:

1. How does this type of information help a person who is buying land or a home?
2. What are some other factors that should be considered in purchasing a house or land?
3. Determine problems parents may have experienced when buying a house and property.

Supplemental Resources: Game-sim. Series 1. A packaged set of 85 learning simulations. Emphasis on mathematics and communication skills. Cost: N.A. Available from California Learning Simulations, 750 Lurline Drive, Foster City, California 94404

COMPUTING CUBIC YARDS FOR A SWIMMING POOL

MATH/GEOMETRY

CURRICULUM FOCUS:

1. Area of a rectangle.
2. Area of a trapezoid.
3. Volume of prisms.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#17 Recognize role of education in career and life goals
#65 Understand leisure time can provide some rewards of work

ESTIMATED CLASS TIME: Three class periods

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

Activity one: Have students draw up specifications for the construction of a back yard swimming pool with a gradual depth of 3 ft. - 10 ft.

Activity two: Have students compute the number of cubic yards of concrete needed to construct this pool. They will soon discover that the side walls form a trapezoid. This will give them the experience of computing the area of both a trapezoid and a rectangle. They will also find the volume of the concrete by multiplying the area by the thickness of the concrete in the specifications. The chances are that their computations will be in cubic ft. and therefore they will have to convert to cubic yards.

Supplemental Resources: Game-Sim. Series 1. A packaged set of 85 learning simulations. Emphasis on mathematics and communication skills. Cost: N.A. Available from California Learning Simulations, 750 Lurline Drive, Foster City, California 94404

SYMMETRY

MATHEMATICS/GEOMETRY

CURRICULUM FOCUS:

1. Understanding symmetry
2. Presenting information on the co-ordinate plane

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#21 Recognize relationship: school environment/larger society
#15 Be aware of multiplicity of skills, knowledge in education

ESTIMATED CLASS TIME: Three class periods

ESSENTIAL RESOURCES:
Co-ordinate paper

INSTRUCTIONAL PROCESS:

Activity one: Explain general and mathematical definitions of symmetry. Give the students examples of symmetry from the outside world. (tree leaves, hockey rink, automobiles, etc.) Have each member of the class bring in at least three examples of symmetry from nature, magazine, or from any segment of the community.

Activity two: Give students co-ordinate paper. Apply the concept from activity one of symmetry to ordered pairs on the co-ordinate plane. Assign exercises concerning symmetry with respect to a point and a line.

Supplemental Resources: Math Applications Kit. Includes activity cards, reference cards, student handbook, teacher guide, Expands understanding, reinforces skills, motivates. Cost: $69 (estimate) Science Research Associates

COMPUTING THE LENGTH OF A PROPOSED BRIDGE

MATH/TRIGONOMETRY

CURRICULUM FOCUS:

1. Applying the tangent ratio

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

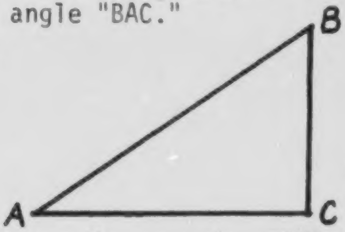
#14 Understand interrelationship between education and work
#17 Recognize role of education in career and life goals

ESTIMATED CLASS TIME: Two hours

ESSENTIAL RESOURCES:
Transit, measuring tape

INSTRUCTIONAL PROCESS:

Take students to a proposed bridge construction site for the purpose of computing the length of the bridge, joining two points, "B" and "C", at the opposite sides of the stream. Have the students set up the transit at point "C" and mark off a 90° angle along the stream. With the tape have the students measure off 300 ft. to a point "A" along the stream so that angle "ACB" is a right angle. With the transit, measure angle "BAC."



Have the students use the equation $\text{TANA} = \frac{X}{300}$ to find X (BC), which will be the length of bridge.

Supplemental Resources: Game-Sim. Series 1. A packaged set of 85 learning simulations. Emphasis on mathematics and communication skills. Cost: N.A. Available from California Learning Simulations, 750 Lurline Drive, Foster City, California 94404

THE ROLE OF MATHEMATICAL DEVICES

MATHEMATICS

CURRICULUM FOCUS:

1. Programing
2. Calculating
3. Measuring

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations and careers
#29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: Five class periods, not necessarily sequential

ESSENTIAL RESOURCES:
List of technological devices, their functions. List of resource materials including: Dictionary of Occupational Titles, Occupational Outlook Handbook.

INSTRUCTIONAL PROCESS:

This activitv involves having students select a technological device, research its uses and the careers related to it.

Activity one: Instruct students to select one technological device from the list you have prepared. (Some suggested devices: computers, calculators, measuring instruments, detection instruments, communication instruments, etc) They may work in small groups or independently. Ask them to determine five or more occupations in which the selected device is used as a required major tool or device. This is a research activity.

Activity two: Ask students to describe the device and give an explanation of how it works. Students are then to evaluate the contribution their selected device makes in each of the five occupations they have selected. Ask them to describe use of the device in prior job training, as well as on the job use.

Activity three: Each student will develop a means to display, explain, promote the technological device and to recommend (or not) a career in this field, with supporting evidence.

Supplemental Resources: Career Education Clusters: Five series, each consisting of four, sound, color filmstrips with teacher guide. Each series examins various career clusters. Cost. $238 (estimate) complete set. $70 (estimate) per series
Westinghouse Learning Press

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CELLS

SCIENCE/BIOLOGY

SENIOR HIGH

CURRICULUM FOCUS:

1. The cell is the basic unit of life and all living things are composed of cells.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#12 Develop the necessary socialization skills.

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:

Microscope, toothpicks, slides, slide covers, Anacharis leaves, potato tubers, onions, source of protozoa.
Supplementary resources: Cytotechnologist from area hospital.

INSTRUCTIONAL PROCESS:

This lab activity is to accompany a unit on the cell. Divide the class into groups of various sizes, from one student to four students. Have the students prepare slides of and study these different cells: squamous epithelial cell (from inner mucoid surface of the cheek), cells from an Anacharis leaf, parenchyma cells (from a potato tuber), epidermal cells (from an onion), and a protozoan. Provide each group of students with specific directions for preparing wet mounts of these cells. Each student is to view each type of cell with each part of the cell labeled. Allow each group of students to decide how it is going to accomplish this. (If some groups finish before other groups, allow students who are not finished to decide if they want help and the other students to decide if they are willing to help them). The lab write-up may include an explanation of the roles of various parts of each cell. Also a comparison of the differentiated cell of the multicellular organism with the generalized type of cell characteristic of a unicellular organism could be included.

Following this lab, have a class discussion based upon the following questions:

1. What were the advantages of working in a group as opposed to working independently?
2. What types of problems did you encounter working in a group that the students working independently probably did not encounter?
3. How did you or how could you have solved these problems?
4. What types of problems did you encounter working independently? Were these problems which students working in groups encountered?
5. How did you feel about working alone? Did or did you not want help and why?
6. Why or why not were you willing to offer help?

7. What do you think would be the ideal size of a group doing this experiment?

8. Do you think you would prefer to work independently or dependently?

9. In today's society are people basically independent or dependent?

DIVISION OF LABOR

SCIENCE/BIOLOGY

SENIOR HIGH

CURRICULUM FOCUS:

1. Multicellular organisms have developed organs that perform special functions in their life processes.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#19 Realize technological changes demand retraining of workers.

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Dissecting instruments, fetal pigs

INSTRUCTIONAL PROCESS:

This activity is to accompany a unit on the special functions of different organs in multicellular organisms. Divide the class into lab groups of two or three students. Provide each group with a fetal pig and instructions and instruments for dissecting it. Have students dissect the fetal pigs and identify the various organs. Each student should also trace the circulatory and digestive systems in the fetal pig. In the lab write-up, the student should identify the specific role of each organ in the overall life process of the fetal pig.

A follow-up class discussion should be based upon the following questions:

1. What advantages due to the specialized functions of their organs do multicellular organisms have?
2. What are the disadvantages of a multicellular organism having organs with specialized functions?
3. The role of the appendix (an organ) in the human body has changed during evolution. Today this organ's role is no longer necessary to the life processes of the human body. When this organ becomes infected (appendicitis) it is removed and the body continues to function normally without it. How does this instance parallel certain occupations in today's society?
4. What are the advantages and disadvantages of division of labor and specialized occupations?

Supplemental Resources: Manpower and Natural Resources: Reading Program. Selected readings in 1) conservation, 2) natural history, and 3) occupational skills information. Cost $90. Science Research Associates.

DEPENDENT VS INDEPENDENT RELATIONSHIPS

SCIENCE/BIOLOGY

CURRICULUM FOCUS:

1. A significant factor in a liquid environment is the acidity or alkalinity.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#11 Develop tolerance/flexibility in interpersonal relationships.

ESTIMATED CLASS TIME: Four weeks

ESSENTIAL RESOURCES:
Drawings of the following protozoa:
Spirostamum, Colopoda, Paramecium, Stentor, Euplodes, Spirostamum, Vorticell
Amoeba, Actinosphaerium, Actinophrys, Stichosticha, Blepharisma, Keronia,
Halteria, Bodo, Leucophrys, Tetrahymena, Glaucoma, Colpidium.

INSTRUCTIONAL PROCESS:

This activity is to accompany a unit on microscopic organisms. Prepare a hay infusion a week ahead of time by adding water to dried grass. Explain that this culture should be full of a variety or organisms that are interdependent upon one another as food sources. Divide the class into groups of two students each. At the beginning of each of the next four lab periods, ask each group to determine the pH of a sample of the hay infusion using anhydrion paper. Provide the students with pictures of drawings of the types of protozoans that will be present in a hay infusion. Have each group prepare a wet mount with methylcellulose and examine the slide methodically for identifications and counts of the organisms. Enter this data in a chart.

Week No.		1	2	3	4
Date					
pH					
Name and Number of each type of organism	1				
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9				
	10				
	11				
	12				
Total					

The students should also note the methods of locomotion of these organisms. Provide the students with instructions for estimating the size (comparison with the relative sizes of resin particles) and speed of these organisms. This data should be included on a chart.

Type of Locomotion		Size (cm)		Speed	
		Length	Width	Sec. across field	Kilometers per hour
Flagella	1.				
	2.				
	3.				
Cilia	1.				
	2.				
	3.				
Undulation	1.				
	2.				
	3.				

The lab write-up could include drawings of these organisms. Questions for the lab write-up could include:

1. From your calculations, what type of locomotion would you say is the most efficient?
2. Can a correlation be made between the size of an organism and its speed?
3. Which of the organisms you have measured would you deduce, could feed on bacteria that are relatively stationary, and which could feed on other protozoans? Why?
4. From the above conclusions, which organisms would have grown first in the hay infusion culture?

A follow-up class discussion could be based upon the following questions:

1. These organisms are interdependent upon each other as a source of food. What types of interdependent relationships do we have with one another in and out of the classroom?
2. In what types of activities do we work independently and interdependently?
3. What kinds of factors are involved in these interdependent relationships?
4. What types of attitudes are necessary when working in an interdependent situation?

TESTING FOR REACTIONS OF BACTERIA

SCIENCE/BIOLOGY

SENIOR HIGH

CURRICULUM FOCUS:

1. Bacterial growth can be affected by many variables

CAREER EDUCATION FOCUS:
(DELLA Statement)

#10 Develop a sensitivity toward and an acceptance of others

ESTIMATED CLASS TIME: Two class periods (45 minutes each)

ESSENTIAL RESOURCES:
Nutrient agar, petri dishes, cotton swabs, antibiotics, antiseptics

INSTRUCTIONAL PROCESS:

Provide students with instructions for preparing nutrient agar and filling petri dishes, Ask each student to select an object around the school that he/she would like to test for the presence of bacteria. Have each student contaminate 9 petri dishes with his chosen object, either by direct contact or by using cotton swabs to transfer organisms from an object to the growth medium. One petri dish should remain unexposed as a control. Have the students exert a different variable on each of the 9 petri dishes such as, temperature, antibiotics and antiseptics. Allow the petri dishes to incubate for at least 72 hours before making a final observation. Then ask the students to share their results with each other.

1. How do various bacteria react differently to the variables?
2. How do students react differently to:
    A. Pressure in their studies?
    B. Failure on a test?
    C. Being alone in the dark?
3. How would you react in each of these situations?

Supplemental Resources: Manpower and Natural Resources: Reading Program. Selected readings in 1) conservation, 2) natural history, and 3) occupational skills information. Cost: $90. Science Research Associates.

ADAPTABILITY

SCIENCE/BIOLOGY

CURRICULUM FOCUS:

1. Darwin's theory of evolution is based upon concepts of natural selection and adaptation.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#4 Understand that personal characteristics can be changed

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

This activity is to be implemented at the end of a unit on the theory of evolution which includes the concepts of natural selection and adaptation. This activity consists of class discussion based upon the following questions:

1. What kinds of activities are you capable of doing now that you could not do in elementary school?
2. What activities, hobbies or sports have you lost interest in since elementary school?
3. What new activities, hobbies or sports have you developed an interest in since elementary school?
4. Based upon your answers to the previous questions, have your abilities and personal characteristics changed? What are the differences between these changes and evolutionary changes?
5. Can you touch you left elbow with your left hand? Do you think that human beings will ever be able to do this? Why or why not?

Supplemental Resources: Career Exploration Program. Includes ten filmstrips with cassettes and guide. Explores families of occupations. Cost $106 est. Science Research Associates

FRUIT FLIES

SCIENCE/BIOLOGY

CURRICULUM FOCUS:

1. Understand that some characteristics which are inherited are sex-linked

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#14 Understand interrelationship between education and work.

ESTIMATED CLASS TIME: Two periods

ESSENTIAL RESOURCES:

Drosophila, etherizers, ether, vials with food for Drosophila, magnifying glasses, drawings of male and female Drosophila, and dissecting needles.

INSTRUCTIONAL PROCESS:

Divide the students into groups of two and provide them with the following instructions: Obtain a vial of Drosophila, and etherizer, ether and a magnifying glass. Lift the top of the etherizer and place a few drops of ether on the cotton on the bottom of the bottle. Replace the etherizer top. Tap the vial gently to knock the flies to the bottom and quickly remove the cotton plug as you invert the vial over the etherizer so that the flies fall to the gauze just above the ether-filled cotton. Hold the two bottles together to prevent the flies from escaping and gently tap the etherizer to kee the flies near the ether. Keep the flies in the etherizer for about 30 seconds--until you can detect no gross movement in the flies at the bottom of the etherizer. Be careful not to overetherize the flies and kill them. Pour the flies out on a piece of white paper. If the flies begin to move, invert your etherizer over them for 5 to 10 seconds. The first trait to lear to recognize is the sex of the fly. This is easily determined if a hand lens or dissecting microscope is used. Turn the flies ventral side up gently with a dissecting needle. The male is smaller than the female and has a dark and rounded posterior of the abdomen. The female is larger with a broad abdomen of light color. The abdomen narrows to the pointed oviposition at the posteriomost portion of the abdomen (see drawings). The next trait to determine is eye color which will be either red or white. This is easily determined with the naked eye. Select a red-eyed female and a white-eyed male and place them in a vial by tipping a vial in such a way that the flies do not fall on the sticky food. Replace the cotton plug and invert the vial, tapping lightly so that the flies will rest on the dry cotton plug. This will ensure their not getting stuck. Return the other flies to the vial from which they came in the same manner. Knowing that the female fly is homogenous and that the gene for red-eyes is dominant, draw a Punnett square and predict the type of offspring (F_1, generation) you would expect from the red-eyed female a the white-eyed male. After you notice that the female has laid eggs, remove the parent flies from the vial. Observe the eggs - in about two weeks, the F_1 generation will have been produced. Etherize the F_1 generation flies and record each prototype (i.e., red-eyed female, white-eyed female, red-eyed male, white-eyed male).

Answer the following questions:

1. Did your prediction agree with your actual results? Why not--what other "piece" of information did you need in order to make an accurate prediction?
2. Using your new "piece" of information, if you bred a red-eyed female and a red-eyed male of the F_1 generation, what ratio of phenotypes would you predict for the F_1 generation?

In the coat color of cattle, black (B) and white (W) are incomplete-dominant. When both genes are present in the same animal (BW), the coat is spotted. The horned condition (H) is determined by another independent set of genes and is dominant over the non-horned condition (h). A bull which is horned and spotted was produced by a black and horned male and a white and non-horned female. A cow which is spotted and non-horned was produced by a white and horned male and a black and horned female. Fill in the charts below for the bull and the cow. Include more than one gene pair combination whenever this is possible.

	Possible Gene Pairs	
	Coat Color	Horn Condition
Bull - spotted, horned		
Bull's father - black, horned		
Bull's mother - white, nonhorned		

	Possible Gene Pairs	
	Coat Color	Horn Condition
Cow - spotted, nonhorned		
Cow's father - white, horned		
Cow's mother - black, horned		

What are all the possible kinds of offspring from the bull and the cow as far as color and horns are concerned when these two parents are crossed and in what ratio are they most likely to occur? Work out your results by means of a Punnett square. If you wanted to have the greatest possible chance of producing spotted, nonhorned offspring (BWhh), which bull and cow would you cross from the following combinations?

Bull #1	Bull #2	Cow #3	Cow #4
BWHh	WWHH	BBhh	BWHh

Discussion questions:

1. Why is this type of information especially valuable to farmers and veterinarians?
2. For what other instances is this type of information necessary to farmers?
3. What is wrong with the saying "He inherited bad blood from his father."

CATALYSTS

SCIENCE/BIOLOGY

SENIOR HIGH

CURRICULUM FOCUS:

1. The rate of chemical reactions can be increased by the presence of catalysts.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#10 Develop a sensitivity toward and an acceptance of others.

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
potatoes, peeler, mortar, pestle, cheesecloth, beakers, test tubes, wax pencils, catechol solution

INSTRUCTIONAL PROCESS:

This activity is to be implemented with a unit on enzyme activity. Divide class into lab groups of two or three students. Note: all glassware must be scrupulously clean for this experiment. While some of the students are cleaning and making glassware have two students do the following and explain what they are doing: Peel two small potatoes and grate them with a kitchen grater or cut them into small pieces and grind mortar and pestle. Add 200 milliliters of distilled water to the grated or pulverized potato. Pour the mixture through several layers of cheesecloth into a beaker. This is the enzyme preparation for the class. Have the other students in each group mark two clean test tubes with a wax pencil at points 2 centimeters and 3 centimeters from the bottom and label the tubes A and B. Put 0.1% catechol solution in the tubes up to the first mark. In the first test tube (A) add water up to the second mark; and in the second test tube (B) add enzyme solution up to the second mark. Shake tubes for five minutes and record observations. For the second part of this experiment, label two more clean test tubes A and B and prepare as in the preceding section. Set the tubes aside. At 10-minute intervals from the time you add your enzyme, shake each tube and record on a chart the depth of color change in each tube using the following code:

- = no color change
+ = very slight color change
++ = light color change
+++ = definite color
++++ = deep color

Tube	Minutes									
	10	20	30	40	50	60	70	80	90	100
A										
B										

Lab write-up questions could include the following:

1. In the first part of the experiment, what did you observe happening to the solution with enzyme?
2. Why did the instructions call for one tube to contain catechol and water only?
3. In the second part of the experiment, what has happened to the enzyme reaction?
4. Is the reaction limited by the catechol or the enzyme? Why?

A follow-up class discussion could be based upon the following questions:

1. As you have been working in groups for various projects throughout your school years, you have probably noticed that some students act as catalysts in these groups. What kinds of personalities or personal characteristics do these students have in common?
2. Do those students who act as catalysts in a situation of or similiar to that of building a class float for the Homecoming Parade have the same characteristics as those students who act as a catalyst in a situation of or similiar to that of writing a class report?
3. What kinds of tactics do these "catalytic students" use to cause the other students to become motivated toward or enthusiastic of the project?

Supplemental Resources: Women in Science and Technology: Careers for Today and Tomorrow. This booklet explores some of the growing career opportunities for women. Cost $1.50. American College Testing Publications.

DECISIONS

SCIENCE/BIOLOGY

CURRICULUM FOCUS:

1. To look at facts objectively in order to draw accurate assumptions.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#8 Develop a positive self-concept

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Decisions and Outcomes, College Entrance Examination Board, pp. 15-17

INSTRUCTIONAL PROCESS:

This activity should be implemented in conjunction with a unit on spontaneous generation. A class discussion should be preceded by the following presentation:

Van Helmont's noncontrolled experiment for the production of mice by spontaneous generation demonstrates that a scientist must always be aware that his basic assumptions influence the way he sees facts and interprets them. Similarly, it is impossible for us to make a decision without first looking at what we value. Just as Van Helmont chose the design of his experiment based upon the assumption that spontaneous generation could take place, we choose between a variety of alternatives upon the basis of what we want or value. However, there is a basic difference between assumptions and values. Assumptions are based upon known facts; whereas, values are acquired through an individual's experiences. Thus different people have different values, seek different objectives, desire different outcomes, want different information, etc., because of their background. Just as it is difficult for a scientist to make an accurate assumption when he is unclear about the facts, it is difficult for people to make decisions when they are unsure about what they value. Thus it is important to the decision-making process that we clarify our values.

Have students write three actions they would take in each of the following situations.

What would you do if.......

a. You were given $5,000,000?
b. You were given three wishes for anything in the world?
c. You could be any person you wanted to be? (Who would you be and what would you do?)

On the board list some of the actions the students said they would take. Ask why different students might do different things.

DETERMINING THE PERCENT OF WATER IN THE DIHYDRATE OF BARIUM CHLORIDE

SCIENCE/CHEMISTRY

SENIOR HIGH

CURRICULUM FOCUS:

1. To develop experimental techniques in using analytical weights

CAREER EDUCATION FOCUS:
(DELLA Statement)

#02 Develop knowledge of unique personal characteristics
#32 Realize one's success in work is affected by one's attitudes

ESTIMATED CLASS TIME: One to two class periods (45 minutes each)

ESSENTIAL RESOURCES:
$BaCl_2$; $2H_2O$, bunsen burners, crucibles, analytical weights

INSTRUCTIONAL PROCESS:

Ask students to experimentally determine the percent of water in the dihydrate of barium chloride. Provide them with adequate instructions for this analysis. Have the students keep a data sheet:

	(1)	(2)
Wt. Crucible, lid and hydrate		
Wt. Crucible, lid and anhydrous product after heating		
Wt. empty crucible and lid, after heating and cooling		
Wt. of hydrate		
Wt. of water lost		
% water in hydrate		
Theoretical % of water in hydrate (from formula)		
% error		

After analyzing two samples of the hydrate, ask the students to answer the following questions:

1. Suppose that both of your analyses had an experimental error of 50% or more. What would you feel like doing and what would you actually do?
2. What external factors might affect the way you feel about the high rate of experimental error?
3. How might your attitude towards a particular experiment affect your results?

COLLECTION OF GASES

SCIENCE/CHEMISTRY

CURRICULUM FOCUS:

1. To develop proper laboratory technique in the collection of gases using water displacement.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#22 Acquire skills, good work habits in preparing for a career
#38 Develop entry level skills in area of occupational interest.

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:
Trough, rubber or plastic hose, gas-collecting bottle, glass plate

INSTRUCTIONAL

During the study of gases, it becomes necessary for the student to collect gases during laboratory experiments. One way is by water displacement, but this method requires a little practice. The student should get this practice without the use of expensive laboratory chemicals. One simple method is to fill a trough with water to within a level of 2 inches above the bottle rack support. A hose should be attached from the overflow spout to a sink. A gas-collecting bottle is then filled with water to the brim. The bottle is covered with a plate and carefully inverted into the trough until the mouth of the bottle and the glass plate are totally submerged. Now the glass plate can be slid out and the bottle placed over the hole in the bottle support rac . A rubber tube is then inserted into the bottle through the hole in the rack. The student then blows into the tube until all of the water in the bottle is gone. He then removes the rubber tube, slides the glass plate over the mouth of the bottle, and removes the bottle upright onto the work area. These steps should be repeated until the student feels confident about his ability to perform this procedure.

This activity should be followed with a class discussion based upon the types of skills necessary in performing this procedure.

Supplemental Resources: Women in Science and Technology: Careers for Today and Tomorrow. This booklet explores some of the growing career opprotunities for women. Cost $1.50. American College Testing Publications.

BENDING THE TUBING

SCIENCE/CHEMISTRY

CURRICULUM FOCUS:

1. To develop proper technique in cutting, firepolishing and bending glass tubing.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

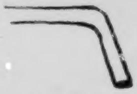
#38 Develop entry level skills in area of occupational interest

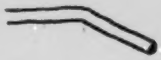
ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:
Bunsen burner, glass tubing, file

INSTRUCTIONAL PROCESS:

Supply each student with several pieces of glass tubing along with diagrams of glass bends. Provide them with instructions for cutting and firepolishing glass tubing. Have them cut and firepolish 3, 5 and 7 inch lengths. Then have them use these pieces to prepare bends like the ones you made in the diagrams. Examples:





This activity should be followed with class discussion based upon the following questions:

1. How many trials did you need to successfully bend the glass tubing like the examples in the diagram?

2. What was the most difficult part of bending the tubing correctly?

3. Why is it important to be able to bend tubing when working in the laboratory?

FIRE EXTINGUISHERS

SCIENCE/CHEMISTRY

SENIOR HIGH

CURRICULUM FOUCS:

1. For student to know a method for extinguishing oil fires in a laboratory.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#22 Acquire skills/good work habits in preparing for a career
#26 Determine characteristics/qualifications of occupations

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:
Aluminum sulfate, sodium bicarbonate, licorice extract

INSTRUCTIONAL PROCESS:

For large fires, especially oil conflagrations, the foamite method of extinguishing fires is effective. A foam containing carbon dioxide is formed by the action between solutions of aluminum sulfate and sodium bicarbonate containing licorice extract.

Have students prepare aluminum hydroxide by combining the following chemicals:

$$6\ NaHCO_3 + Al_2(SO_4)_3 \longrightarrow 3\ Na_2SO_4 + 2\ Al(OH)_3 + 6\ CO_2$$

Have the students then prepare the foam which can be used to extinguish fires. The jelly-like aluminum hydroxide and licorice extract form a mixture which is puffed up by the carbon dioxide bubbles, creating a tough, light foam. This foam covers the burning substance and smothers the fire by excluding oxygen.

Conclude the activity with a discussion based upon the following questions:

1. Why is it important to develop good working habits in the laboratory?

2. What kinds of habits would you consider to be "good habits" for working in the laboratory?

3. What types of personal characteristics do you think a person should have who would be working daily in a laboratory?

TESTING FOR CONCENTRATION OF VITAMIN C

SCIENCE/CHEMISTRY	SENIOR HIGH
CURRIUCLUM FOCUS:	CAREER EDUCATION FOCUS: (DELLA Statement)
1. Lab techniques for determining concentration of vitamin C in various samples	#57 Realize wages should not be sole basis for career choice

ESTIMATED CLASS TIME: One-two class periods (45 minutes each)

ESSENTIAL RESOURCES:

1% ascorbic acid solution, canned orange juice, frozen orange juice, frozen lemonade, stock solution of 2.6 dichloroindophendol (1 gram indophenol powder in 1000 ml. of water), 10 ml. pipets, burets, 250 ml. volumetric flasks

INSTRUCTIONAL PROCESS:

Prepare a diluted idophenol solution by mixing 1 part of stock solution with 4 parts of distilled water. Instruct students in proper techniques for using a pipet and a buret. Have the students pipet 10 ml. of the idophenol solution into a flask. They should then titrate 1% ascorbic acid into this solution until the dye is colorless or light brown with flecks of blue-brown floating in it. Record the number of drops added when the bleaching effect stops (the dye is all used up). Repeat this test three times for each sample and calculate the average. This procedure should be repeated for the canned and frozen orange juice and the frozen lemonade. Record all results and rank the amount of vitamin C as nutritional value, which of the samples is the most nourishing?

Do any of the juices tested have greater than 1% content of vitamin C? If it takes 0.5 ml. of freshly squeezed orange juice to bleach 10 mls. of dilute idophenol solution, how would you rate the nutritional value of fresh orange juice compared to the juices tested in the lab?

Waht kinds of personality and characteristics would an analytical tester need in order to run these types of tests daily in the laboratory?

THE GROWING CRISIS OF WOOD SHORTAGES

SCIENCE

CURRICULUM FOCUS:

1. Awareness of global situations relating to natural resources
2. Developing interest in alternative sources of energy, conservation of energy

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#33 Develop personal habits which are socially valued
#47 Develop a receptivity for new ideas/exploration of new ideas
#51 Be familiar with basic economic principles
#53 Understand the relationship: technology/world of work
#61 Acquire basic consumer skills

ESTIMATED CLASS TIME Variable

ESSENTIAL RESOURCES:

any books, films, resource materials related to wood shortages, alternative energy sources, organizations related to solving problems related to energy shortages and resulting social situations.
Occupational Outlook Handbook

INSTRUCTIONAL PROCESS:

Present class with the following situation for them to research and discuss:

Our global consumption of wood is ever-increasing. Because of this we are now developing serious shortages of wood throughout the world. In underdeveloped countries like India where small kerosene stoves are used for cooking; the price of kerosene has made them prohibitive. Wood is also in short supply, even for cooking, so it is becoming less and less a viable alternative. Previously cow dung was used as fertilizer for growing food, but with the increased cost of oil products and the shortage of wood, it is now being dried and used as fuel. Therefore, fields are not being fertilized as well and food production is falling off.

Discuss broad aspects of this problem. Emphasize that as the price of oil products increases, it is not necessarily true that we can fall back on wood. What are some partial solutions to this situation? Have students research alternative energy developments (wind, water, solar power) and locate geographical areas where alternative sources would be feasible. What are the social changes that may take place here and in other areas of the world as we enter an era of scarcity of natural resources? What values change as we look at our own lifestyle? What careers are related to the social and scientific problems of our age? Where does one go to learn more about being trained in these areas?

THE MANY FACES OF POLLUTION

SCIENCE

SENIOR HIGH

CURRICULUM FOCUS:

1. Understanding of the environment on a local, national and global scale.
2. Recognize individual responsibilities in choosing how we live with our environment.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#29 Recognize materials/processes/tools of occupational clusters
#41 Understand decision-making involves responsible action
#42 Know external factors affect decision-making and vice versa
#43 Recognize restrictions in the decision-making process
#60 Be able to use economic information in decision-making

ESTIMATED CLASS TIME: Two to three weeks

ESSENTIAL RESOURCES:

Local pollution studies (check with your League of Woman Voters), Check Reader's Guide for articles on pollution; have students use guide when writing their papers. Check with local organizations which are actively involved with pollution control. May invite guest speakers, particularly those whose occupations are ecological, to talk about effects of pollution.

INSTRUCTIONAL PROCESS:

"Responsibility is the ability to respond."-Robert Duncan, poet

Depending on time allowance, develop a unit on pollution, its effects and the ways and means of controlling it. Use sources above. It would be especially pertinent to locate and invite persons who have built a career around pollution control, wildlife conservation, etc. Check public service television for programs dealing with nature and pollution.

Break down the study into units (e.g. air, fresh water, earth, ocean, stratosphere) and discuss the concrete effects in each of these areas.

Discuss the economic, social and psychological effects of environmental pollution. Emphasize that since pollution affects us all, it is up to all of us to find responsible ways of dealing with it. Check with local recycling drives; your students may be stimulated to pitch in, or organize their own. Discuss changes in life style that have resulted from pollution-consciousness. Discuss new careers as a result. What do students think would be subjects of study which would have particular bearing on the problems of pollution, which courses would help them prepare for a career related to helping the environment?

Have students prepare reports, either to be presented during the unit or at the end. You may want to prepare a list of suggested topics.

HOW TIMES HAVE CHANGED!

SCIENCE

CURRICULUM FOCUS:

1. The technical inventions and discoveries of the past 40 years.
2. The vocabulary of these technologies.
3. The scientific principle upon which each invention is based.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#16 Understand need for continuing education in a changing world
#19 Realize technological changes demand retraining of workers
#23 Acquire vocabulary for describing the world of work
#25 Understand how occupations relate to functions of society
#29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: 15 (or more) 45 minute class periods (3 weeks)

ESSENTIAL RESOURCES:
Tape recorder; cassette, reference materials from school or public library.

INSTRUCTIONAL PROCESS:

Each pupil is to interview a grandparent (or a person of 50-70 yrs. of age), a parent (or a person of 30-50 yrs. of age), a brother or sister (or a person 16-25 yrs. of age) and a friend on tape about inventions or discoveries they remember in their lifetime. (Some of these may overlap).

Each pupil should listen to his/her tape and try to get two important discoveries or inventions from each generation. (Remind them these can include "unimportant" items such as styrofoam, fabric softeners, etc.).

Each pupil should write a brief report about each item (using library resources) including, if possible, the inventor, a technical explanation of how it works or how it is made and the scientific principles upon which it is based.

Then for each invention the pupils should try to list as many new words that have been added to their vocabulary because of that invention. Example:

Airplane: airport, aerodynamics, aerospace industry, airfoil, etc.

When the project is complete, the pupils may play their interview for the class to initiate a discussion. The rest of the report may be a written composition, a tape presentation or an oral report at the discretion of the teacher and students.

NEW CAREERS FROM ADVANCING TECHNOLOGY

SCIENCE

CURRICULUM FOCUS:

1. Technological advances are constantly being made

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#16 Understand need for continuing education in a changing world
#19 Realize technological changes demand retraining of workers

ESTIMATED CLASS TIME: One-two class periods

ESSENTIAL RESOURCES:
Popular Science Magazine

INSTRUCTIONAL PROCESS:

Bring in various articles on recent technological advancements. Divide the class into groups and have them write an article on a technological advancement (based upon the technological advancement in the magazine article) in the year 2000 A. D. After sharing each others' ideas, have the students discuss the implications of this advancement (social, educational, economic, job potential, etc.)

Supplemental Resources: Women in Science and Technology: Careers for Today and Tomorrow. This booklet explores some of the growing career opportunities for women. Cost $1.50. American College Testing Publications.

DETERMINING SURVIVAL BASED ON CAREERS

SCIENCE

CURRICULUM FOCUS:

1. Scientific approach to problem-solving

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#49 Develop effective decision-making strategies and skills

ESTIMATED CLASS TIME: One period

ESSENTIAL RESOURCES:
None

INSTRUCTIONAL PROCESS:

Divide the class into groups of approximately 10 to 12 students and provide them with the following background information:

An atomic blast is about to go off. Your group is standing outside a fall-out shelter which can only accommodate 6 people.

Assign each student with a career, age, etc. Each student should build a case explaining why he should be allowed in the shelter. Each group of students should decide which 6 people should be saved in order to assure that the remaining colony would have the best chance of survival. Each student should present his/her reasons for his/her choice.

MUSICAL INSTRUMENTS

SCIENCE/PHYSICAL SCIENCE

CURRICULUM FOCUS:

1. Production of sound by various methods-strings, air columns, percussion.
2. Develop an understanding of one method of sound production.
3. Develop vocabulary relative to careers in sound.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#17 Recognize role of education in career and life goals
#32 Realize one's success in work is affected by one's attitudes
#41 Understand decision-making involves responsible action
#42 Know external factors affect decision-making and vice versa
#48 Understand the need to take responsibility for own decisions

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:

Overhead transparencies of vibrating strings, vibrating air column-open ends, vibrating air columns-one closed end, and percussion instruments. Pages 190-209 of Energy and the Atom by Navarra and Carona, cp. 1966 on production of sound. Cluster Resource Guides.

INSTRUCTIONAL PROCESS:

1. Instructor-based demonstration and group discussion, using the transparencies on the production of sound by vibrating strings, vibrating air columns, and percussion instruments to show how each group functions.

2. Following this the student will select a form of sound production which he is interested in and/or would like to know more about and make a workable musical instrument (already in use or of his/her own design) demonstrating this method of sound production.

Note: Students should be advised that the instrument they select should be suited to their skills and talents. Instruments that require extensive power tool work should be discouraged unless proper supervision is provided.

3. Upon completion of activity each student must bring the instrument to class in order to demonstrate it to the other classmates and explain the theory behind the musical instrument.

4. Each student should be able to associate several occupations involved in the production of each.

5. Set up a classroom display.

DEFINING WORK THROUGH SCIENCE STUDY

SCIENCE

SENIOR HIGH

CURRICULUM FOCUS:

1. Understanding the concept of work, energy and force

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME: One class period (45 minutes)

ESSENTIAL RESOURCES:
Science unit on work, energy and force

INSTRUCTIONAL PROCESS:

This activity should be implemented with a unit on energy, work, and force. After introducing the definitions and relationships of these terms, have the students discuss what work means to them.

Questions:

1. What does the word "work" mean to you?
2. Is all work purely physical in nature?
3. What are the different types of work?
4. According to the scientific definition of work, if a person would pick up a 100 pound object, raising it five feet into the air and return it to its original resting place, no work has been done. Discuss.

Supplemental Resources: Career Exploration Program. Includes ten filmstrips with cassettes and guide. Explores families of occupations. Cost $106 est. Science Research Associates.

MASS PRODUCTION

SCIENCE/PHYSICAL SCIENCE

CURRICULUM FOCUS:

1. Different careers require different knowledge, abilities and attitudes
2. Relate education to work skills
3. Develop vocabulary relative to careers in manufacturing of instruments
4. Self-evaluation and appraisal of one's work

SENIOR HIGH

CAREER EDUCATION FOCUS: (DELLA Statement)

#14 Understand interrelationships between education and work
#20 Develop basic attitudes needed for entry/success in a career
#23 Acquire vocabulary for describing the world of work
#24 Understand variety and complexity of occupations and careers
#41 Understand decision-making involves responsible action

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:

Student made a musical instrument in a prior exercise which he/she designed to produce a sound and be aesthetically pleasing. You may want to use the Occupational Outlook Handbook.

INSTRUCTIONAL PROCESS:

Have the students complete the following worksheet:
Follow this activity with a class discussion based upon the students' responses on the worksheet:

1. Describe the instrument that you made. (Diagram and then prepare statement so that others may visualize finished product. Indicate materials, dimensions, etc.).

2. Give an honest appraisal of the type of work and amount of work that you did to produce this instrument. Then explain any work which required a "Helper."

3. Do you feel that the instrument you chose to make was suited to the type of skills that you have? Do you feel that you did the best job? Explain.

4. If you had to mass produce your musical instrument for sales, what jobs-(careers)-would be involved? Please make a list of these careers from the acquisition of raw materials to the sale of the finished product.

5. Outline the set up of the assembly line necessary to mass produce this instrument.

Follow up: Group discussion of worksheet where students may share ideas and appraisals.

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SECURITIES EXCHANGE INDUSTRY

SOCIAL STUDIES/ECONOMICS

CURRICULUM FOCUS:

1. Acquiring a general knowledge of the creation and operation of a typical U.S. corporation.
2. Knowledge of the evolution and operation of the Stock Exchange.
3. Understanding of the function of various careers in the securities exchange industry.
4. Understanding of how prudent investments in corporate securities can result in greater returns than from investments in banks and government bonds.
5. Understanding that there is a risk inherent in any investment which carries no guarantee of return.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#14 Understand interrelationship between education and work
#24 Understand variety and complexity of occupations and careers
#25 Understand how occupations relate to functions of society
#26 Determine characteristics/qualifications of occupations
#35 Be aware of the value of acquiring marketable skills
#37 Develop necessary educational/occupational competency
#50 Develop vocabulary for understanding economic principles
#51 Be familiar with basic economic concepts
#59 Acquire basic money management skills
#60 Be able to use economic information in decision-making

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:

Book-How to Buy Stocks by Louis Engle (Little Brown and Company, Boston, 1971)
Filmstrip-The Different Forms of Business (Eye Gate House)
Filmstrip-Wall Street Careers (Sarnoff, Paul Messer, 1968)
Filmstrip-Evolution of a Corporation (Teacher Products)
Filmstrip-The Specialist (Teacher Products)
Filmstrip-How a Trade is Made (Teacher Products)

INSTRUCTIONAL PROCESS:

This unit will acquaint the student with the career opportunities in the securities exchange industry. It will also familiarize students with the industry to the extent that they are made aware of the opportunities it affords for investing in various corporate securities as a means of realizing capital growth from savings.

1. Creation and Growth of a Typical U.S. Corporation-Begin this unit by showing the filmstrip "Evolution of a Corporation." Discuss the overall picture of a corporation. Ask the students to make charts showing the management structure of a corporation.

2. Ask the students to read How To Buy Stocks by Louis Engle (Little Brown and Company, 1971).

3. Invite a local businessman to class. Ask him/her to discuss the advantages and disadvantages of incorporating.

4. Ask some students to write to large corporations asking for quarterly reports. Examine these reports to determine whether or not the corporation showed a profit and what dividends were paid.

5. Read copies of The Wall Street Journal and Barron's. Both publications are available by mail from the publisher at 200 Burnett Road, Chicopee, Mass. 01021.

6. Examine the profits of several companies over the last five years. Because of the amount of news published, oil companies and automobile manufacturing companies would be good choices.

7. Show the filmstrip, The Different Forms of Business and discuss the material presented in it.

8. Evolution and Operation of the Stock Exchange-Discuss the method of trading Securities before the establishment of the New York Exchanges and why it became necessary to establish central exchanges.

9. Show two filmstrips, The Specialist, and How A Trade is Made.

10. Set up a mock exchange and ask students to assume the roles of the Specialist and other stock exchange personnel as they conduct transactions. Use actual figures from newspaper reports of closing prices for their "business."

11. Examine several advisory reports. Select six stocks and follow their progress for six weeks. Chart the daily prices of these stocks. Ask the students to also select six stocks of their own, without the benefit of professional advice, and to chart their progress. Compare.

12. Show the filmstrip, Wall Street Careers. Then have the students role-play the following careers:

- Stockbroker (securities salesperson)
- Mutual Fund salesperson
- Investment advisors (those who engage in research and analysis and who furnish investment advice to brokers, institutions, and the general public).
- Investment counselors (people who manage other people's money or the money belonging to institutions). The investment counselors must be familiar with the individual personal and financial needs of the investors whose accounts he handles and make suitable recommendations regarding the purchase and sale of securities.
- Publisher of services giving investment information.
- Security analysts (persons who do the research underlying the advice given by brokerage firms and counseling firms).

They are employed not only by investment advisors and brokerage firms but also by banks, insurance companies, pension funds, foundations, mutual funds and other large financial institutions.

-The Specialists (people who are really brokers' brokers). They deal only with other brokers and act for those brokers who can not remain at a post on the exchange floor until the prices specified by their customers' buy and sell order are reached. The specialists also act as dealers, buying and selling shares for their own accounts.

13. Ask the students to do research to learn the educational requirements for each of these careers. Study the employment advertisements in The Wall Street Journal and role-play interviews for these various jobs.

14. Perhaps the class would also like to run a chronological comparison covering 40 years of Dow Jones Industrial Averages and major national and international political events, noting the correlations.

STOCK MARKET

(ECONOMICS)-SOCIAL STUDIES

CURRICULUM FOCUS:

1. Understanding how the stock market functions.
2. How to read and evaluate

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#50 Develop vocabulary for understanding economic principles
#51 Be familiar with basic economic concepts

ESTIMATED CLASS TIME: Part of class period for six weeks

ESSENTIAL RESOURCES:
Wall Street Journal, or other paper containing daily stock market reports.

INSTRUCTIONAL PROCESS:

Have daily newspapers brought to class. Each student will pick a stock, write for stock holder's report, follow the stock each day and graph results.

Discuss the function of the stock exchange, how brokerage houses operate, how mutual funds work, who invests and why and when. Teach students how to figure dividends, discuss long shots, margin buying, blue chip investments, and the rationale behind each. Analyze the stock holder's report in terms of clarity and puffery.

CONTRACT BARGAINING SIMULATION

SOCIAL STUDIES

CURRICULUM FOCUS:

1. One's role is related to the culture and subculture one is associated with.
2. Labor and management bargain over contracts to reach a mutual agreement.
3. "Roles" provide ways of fixing responsibility for the many things that have to be done to make society function.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#06 Understand and use the concept "role".
#11 Develop tolerance/flexibility in interpersonal relationships

ESTIMATED CLASS TIME: One class periods

ESSENTIAL RESOURCES:
None

INSTRUCTIONAL PROCESS:

Divide the class into two groups. Designate one group to be the employees and the other group to be management. Ask the students to role play a bargaining session. Afterwards discuss the dynamics of the simulated bargaining situatio

Discuss with the class the division of labor and management in society. What functions do these divisions serve?

BUYER AND SELLER ROLE PLAYING; THE BICYCLE SHOP

SOCIAL STUDIES/ECONOMICS

CURRICULUM FOCUS:

Economics, current events, citizenship, consumerism

1. Understanding the nature of selling and buying
2. Learning about the problems of small business ownership and management
3. Learning about the concepts and practice of entrepreneurship and laissez-faire
4. Identifying methods for redressing consumer complaints.
5. Examples of business person's conflict between civic responsibility and desire for profit.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#50 Develop vocabulary for understanding economic principles
#61 Acquire basic consumer skills

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Copies of role profiles

INSTRUCTIONAL PROCESS:

Below are three sample role-plays involving a bicycle shop. You and your students can change the role-plays to suit your needs or develop similar role-plays for other small businesses such as toy stores, travel agencies, beauty salons, bookstores, etc. Following the sample role-plays below are questions which can be used after the role play to discuss the issues involved.

Situation 1 BUYER BEWARE
Purchaser
You want to buy a bicycle but you don't know whether to get a one-, three- or ten-speed or how much money to pay. You plan to use your bike for weekend trips of five to fifteen miles, but that's about it. There's a small chance you might use it some days to commute to work, but that's not likely. You have come for advice to the Best Buy Bicycle Shop. You enter and go up to a salesperson. What do you say?

Salesperson
You work in the Best Buy Bicycle Shop. You sell all kinds of bikes. You want two things: lots of sales, preferably of expensive bikes; and satisfied customers. Sometimes you have to decide whether you want a satisfied customer buying a less expensive bike or an unhappy customer buying a more expensive one. A customer who looks very uncertain has just approached you. How will you handle his (her) questions?

Situation 2 PRESSURE-CONFORMITY

Purchaser

You want to buy a new bicycle for your eleven-year old son (daughter). He (she) has outgrown his (her) old bike and wants you to get him (her) a fancy "high-rise" bike with a "banana" seat and stick shift. You think there're unsafe, too expensive, and don't last too long. Besides, your son (daughter) will try to do all kinds of unsafe tricks and games on a "high-rise." You want to get him (her) a three-speed English bike that you feel is safer. You have decided to ask a salesperson for advice, taking your son (daughter) with you. You both have just walked into the Swell Sales Bicycle Store and gone up to the salesperson. What do you say?

Son (Daughter)

You have outgrown your old bike and want your father (mother) to buy you a ne fancy "high-rise" bike with a "banana" seat and stick shift. That's the kind of bike all your friends have, and you like the looks of it. It makes you fe like you're riding a motor cycle--in fact, as soon as you are old enough and have the money, that's what you plan to buy. Your father (mother) doesn't lik the "high-rise" bikes because he (she) thinks they're poorly made and unsafe. You think they're as safe as any other bike. And besides, you really can't d as many tricks on an English bike as you can on a "high-rise"--although you can't tell your father (mother) shopping for a bike. You've both just entere the Swell Sales Bicycle Store and walked up to a salesperson. What do you sa

Salesperson

You are a salesperson in the Swell Sales Bicycle Store. You are an expert in children's bikes. It's so much fun when a parent and child come in looking f a bike and argue over what kind to buy. Usually, the kid wants the more expensive bike. But you have to watch yourself. If you side with the kid, the parent may get angry with you and buy the bike somewhere else. A parent and child are coming over to you right now. You wonder what kind of disagreement they'll have!

Situation 3 PRESSURE, HARD SELL

Purchaser

You have decided to buy a medium-priced three-speed bike, for around $75. Yo want it to run errands and make short trips, nothing special. You walk into Rodney's Rugged Bike Shop to buy a Modesto Model 99Z. You walk up to the sal person. What do you say?

Salesperson

You are a salesperosn in Rodney's Rugged Bike Shop. You get a commission on every bike you sell--and the more expensive the bike, the larger your commiss In addition, you are tired of seeing customers buy what you feel are cheap, clumsy bikes when they could buy a decent ten-speed for $125 to $175 and have a bike that will last and give a comfortable ride. Yet customers keep coming asking for bikes like the three-speed Modesto 99Z, which sells for $70 when f only $50 more they could buy a ten-speed bike like the Superba XKG. A customer has just come in the store and comes up to you. How will you handle hi (her) if he (she) too wants a bike like the Modesto 99Z?

After each role play, students can discuss one or more of the following issues:

1. What are some of the problems small businesses must face in dealing with customers? Are these likely to be the same problems big businesses must face?
2. Are consumers likely to face different problems with small businesses than with large ones?
3. How can consumers seek redress of grievances when they have been sold shoddy or defective merchandise or purchased goods under false terms.
4. Are small businesses likely to respond to consumers in terms of sales and handling complaints and repairs differently in a recession than in a healthy economic situation?
5. How can a small business' responses to consumer complaints influence its profits and losses?
6. Is a small business likely to treat its customers differently when it first opens than when it has established itself?
7. What skills does a salesperson need to be successful?
8. What kind of personality does a salesperson need to be successful? Does he or she have to be aggressive, hard-nosed, and tough-minded? What about the store managers or small business owners: what personality or characteristics do they need to succeed?
9. What are the personal satisfactions that come from "making a sale" or doing a good job or repairing an appliance? What frustrations are involved in failing to "make a sale"? What satisfactions do people derive from managing their own business, supervising the work of others, and being a businessperson in the community? What frustrations are involved?
10. When a businessperson's or salesperson's desire to make money conflicts with his or her civic duty to serve the public, which usually wins? Which should win? (Use the role plays as examples of this conflict.)

As a follow-up activity, students could submit their own consumer complaints to a class consumer protection agency to solve for them. Discuss and develop with the class a list of what to consider and observe when purchasing goods. Ask them to record their observations of the salesperson's attitudes toward his or her job and toward customers and the sales techniques they use, for the next ten purchases they make.

PLAYING THE GAME

SOCIAL STUDIES/ECONOMICS

CURRICULUM FOCUS:

1. Analysis of business transactions.
2. Understanding how to make a profit.
3. Learning economic principles of business.
4. Identify career possibilities.
5. Understanding balance sheets.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations and careers
#41 Understand decision making involves responsible action
#60 Be able to use economic information in decision making

ESTIMATED CLASS TIME: One or two class periods

ESSENTIAL RESOURCES:

A Guide to Teaching-Didactic Systems, Inc. ($2.00 for six players).
Game-The Firm-Erwin Rausch, Rutgers
A Guide to Simulations Games for Education and Training-David Zuckerman, Robert Horn (Information Resources, Inc.).
Basic Reference Shelf on Simulation and Gaming-Paul Twelker, Kent Layden (Information Resources, Inc.).

INSTRUCTIONAL PROCESS:

The teacher will introduce the students to the following game and allow them to proceed.

GAME DESCRIPTION

Game: The Firm-Erwin Rausch, Rutgers, 1968
Playing Data:
Age Level 12 Grade
Number of players: 6 minimum, no maximum, divided into 1 or more teams.
Playing time--One to two class periods
Preparation time--Decided by the teacher.
Materials:
Components: player's manuals, worksheets
Supplementary: A Guide To Teaching
Comment:
Competitive, deterministic, limited role play, quantitative outcomes, team play, play involves skill, rapid thinking, decision making, bargaining, coalition formation, and strategic thinking, top management, multi-product, imaginary products.
Summary Description:
Roles:
Teams represent store owners: president, operations manager, buyer, controller, assistant controller, public accountant.
Objectives:
To make a profit: To better understand balance sheets
Decisions:
At what price to sell merchandise: Whether to take on additional loans: What to do with profits.

Purposes:
To teach economic principles of running a firm.
To teach the fundamental relationships between assets and liabilities, revenue, cost and profit, and net worth.

Post-Game Activity:

In a discussion period, students will identify the career roles identified in the game.

THE WORK ETHIC

SOCIAL STUDIES

CURRICULUM FOCUS:

1. To allow students to examine and understand the "work ethic" concept in its historical perspective, as well as its effect on our society and our own personal attitudes toward work and self-esteem

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#30 Realize: work is an integral part of the total life style
#53 Understand the relationship: technology/world of work
#54 Understand the relationship between occupational roles/ personal economics/life styles
#63 Understand differences between leisure time and idleness
#65 Understand leisure time can provide some rewards of work

ESTIMATED CLASS TIME: Variable

ESSENTIAL RESOURCES:

Most standard American History and World Cultures text books.
"Whose Work - Whose Ethic" (Multi-Media Productions Incorporated)

INSTRUCTIONAL PROCESS:

Activity one: Students are asked to write an essay (based upon research) with the following directions: Explain the meaning of the "work ethic," taking into account its roots in theology and religion (from the Catholic Church through Luther and Calvin down to the Puritans), and discuss its historical impact on our society. The essays should include some ideas concerning: the medival idea that work was honorable and necessary for existence; the rising middle class during the Reformation and its idea of success through new occupations; the Calvinistic idea of hard work and success an an indication of salvation, and the transplanting of these ideas to America by the Puritan Heritage which formed the basic trend of intellectual and socio-economic thought in America during its formative years.

Any number of days can be utilized to explore these concepts through class discussion.)

Activity two: Explore the changes brought about by the Industrial Revolution and technological advancements in terms of: the changes in the nature of work available, our attitudes toward work, our attitudes toward ourselves as workers, and our satisfaction or dissatisfaction with work.

Discuss what effects these changes in attitudes have had when combined with remnants of the "work ethic" in our society. (usually two options appear and can be explored:

1. Guilt from looking down on work when we might feel it is the proper lot for man.

2. Frustration at working hard to soothe "work ethic conscience" but finding little satisfaction with our work or ourselves as workers.)

Activity three: Discuss what we should do with the traditional work-ethic in light of today's socio-economic conditions? (Explore the consequences of such alternatives) Here you can explore the increased emphasis on leisure activities being carried on without guilt. Define recreation as re-creation and discuss it as such.

QUESTIONING WORK ATTITUDES

SOCIAL STUDIES

SENIOR HIGH

CURRICULUM FOCUS:

1. Awareness of need to relate present education to choice of future careers.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#30 Realize: work is an integral part of the total life style
#31 Develop positive attitudes toward employment
#32 Realize one's success in work is affected by one's attitude

ESTIMATED CLASS TIME: 45 minutes

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

This discussion serves as an "ice breaker" between the students and the teacher as well as between the student and other students in class.

Place chairs in a circle. The teacher serves only as a moderator and occasionally asks questions. Some points to be covered are the following:

1. Why work?
2. What is a fair wage?
3. Do your parents seem satisfied with their jobs?
4. Do you want a better job than your parents?
5. Would you want to wake up hating your job for the next 40 years?
6. What is your idea of an ideal job?

THE LOTTERY

SOCIAL STUDIES

SENIOR HIGH

CURRICULUM FOCUS:

1. To have students examine their commitments to work even when it is not an economic necessity
2. To see the relationship between work and leisure time activity to distinguish between leisure-time and idleness

CAREER EDUCATION FOCUS:
(DELLA Statement)

#07 Develop an understanding of the concept "life style"
#63 Understand differences between leisure time and idleness
#64 Understand interrelationships: leisure time and idleness
#65 Understand leisure time can provide some rewards of work
#66 Develop positive attitudes toward value of leisure time

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCE:

INSTRUCTIONAL PROCESS:

Present the following situation to the students: You have just won a lottery, and an investment counselor makes you an offer that is hard to refuse. If you allow him to invest your money, he guarantees you that you can live quite well and never have to work a day in your life.

Then ask the students: "Assuming he can make good on his offer, would you accept it and embark on a life of leisure? Or would you still choose to work?"

If a life of leisure was chosen, ask those students to list the activities they would engage in to occupy their time.

If some students choose to definitely work, ask them to list some of the reasons why they would work even when it is not necessary for meeting their economic needs.

Gather the class together in a circle to discuss some of their choices and reasons, as well as, activities and benefits from each life style.

After hearing both sides of the issue ask if anyone has changed his/her mind about working or "leading a life of leisure?"

Does a "life of leisure" necessarily imply a life of idleness? [Note--usually one of the first questions the students ask is what you mean by "work." Be prepared to explain or discuss some of the various definitions of work: (For example:

Work as toil and hard labor
Work as mental activity
Work as creative effort
Work as performing a task for wages
Work as human achievement, with or without wages

Work as exercising your responsibility toward others as your role in life demands (parents, wife, husband, citizen, student, etc.)]

By examining some of these definitions what some students may have considered to be leisure activities may very well fit into others' definitions of work and vice-versa. For this reason you may wish to wait until the choices are already made before discussing "work" and what it is. If so, tell students to use their own definitions in making their choices and then have them discuss their definitions when explaining their choices.

A LIFESTYLE - DIVORCE

SOCIAL STUDIES/ECONOMICS

CURRICULUM FOCUS:

1. To understand the risk of marriage

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#05 Recognize relationship: self-characteristics/decision-making
#44 Recognize that decision-making involves some risk
#07 Develop an understanding of the concept "life style"

ESTIMATED CLASS TIME: Three class periods

ESSENTIAL RESOURCES:
A lawyer, guidance counselor, marriage counselor.

INSTRUCTIONAL PROCESS:

Require students to compile a list of items that they now own, would like to own, or which have great value to them. Follow this task by eliminating those items that are least desireable. A class discussion of values will aid students in reducing the second list by half. When this process has been completed, place the remaining valued items on the chalkboard, so that the class can see those items which are valued.

However, in a divorce it is known that many times valued items are taken. In order to have an understanding of risk, allow some of the students to eliminate some items from the board they deem unnecessary. When the items are removed ask, how they felt when their items were eliminated.

Invite resource persons such as a lawyer, marriage counselor, and/or guidance counselor to talk about divorce.

WHAT'S A LUXURY AND WHAT'S A NECESSITY?

SOCIAL STUDIES/ECONOMICS

CURRICULUM FOCUS:

1. Understanding ways to relate one's needs to one's environment.
2. Recognize the demands our society places on the natural environment.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#34 Recognize that occupational stereotyping is undesireable
#41 Understand decision-making involves responsible action
#49 Develop effective decision-making strategies and skills
#54 Understand the relationship between occupational roles/personal economics/life styles

ESTIMATED CLASS TIME: 2-3 class periods

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

Discuss with students the following topics: national economy, various life styles, the ecological movement and the natural environment.

Present the question: "What's a luxury and what's a necessity?" Talk about "real needs" and "perceived needs." Talk about the effects of many advertisements that try to persuade us to buy things we don't need. Talk about the psychological side effects of trying to "keep up with the Joneses." What are the ways people choose to elaborate their life styles? To simplify their life styles? What are the roles that wardrobe, car, expense accounts, and housing play in various life styles? What are the expenses related directly and indirectly to maintaining oneself in various fields? Talk about the differences in life style within particular fields (e.g. a lawyer may live in an expensive part of town and work for a large corporation or an elite set of clients, or he or she may live more modestly and work at a legal aid center in an inner city area).

How does a person's self-image and basic attitudes influence what he or she perceives as a luxury or a necessity? What are some of the demands our consumer society places on the environment? In what directions are attitude changes taking place in our society?

SUPPLY AND DEMAND

SOCIAL STUDIES/ECONOMICS	SENIOR HIGH
CURRICULUM FOCUS:	CAREER EDUCATION FOCUS: (DELLA Statement)
1. Developing understand of concepts of supply and demand 2. Developing skills in role-playing	#50 Develop vocabulary for understanding economic principles #52 Realize how the labor market affects the nation's economy

ESTIMATED CLASS TIME: Three--five class periods

ESSENTIAL RESOURCES:

Economic resource materials, Dictionary of Occupational Titles, Occupational Outlook Handbook, encyclopedia, Government Publications, Resource people from the community.

INSTRUCTIONAL PROCESS:

1. Discuss the concepts of supply and demand to prepare the students to do research in this area. Some questions that may be answered during the discussion are:

   a. Why do we use the method of supply and demand?
   b. What are the determining factors and how are they determined (i.e. who determines the supply; who determines the demand?)
   c. Is this a fair system?
   d. Can it be controlled? If so, how?

   Have students select a product to study and a role to assume. Examples of roles are: buyer, investor, borrower, taxpayer, worker, employer, etc. (students may work in small groups.)

2. After researching the production of the selected item from its conception to its consumption, the students will summarize and present their findings to the class for reactions and ideas. At this point, ask students to identify the specific jobs that would be required to carry through the production and sale of the item.

3. Ask several community resource people (baker, clothing store owner, etc.) to visit the class to explain how the supply and demand process affects their businesses.

4. Each group (or individual) will present their findings of the jobs associated with their product to the class. Unique presentations should be encouraged. The presentations must include: conclusions of the researcher(s); characteristics of the jobs performed by workers in this field; a detailed description of a job which appealed to the student; and the responsibility of a person in the role which was selected during the first activity.

ABSENT OCCUPATIONS

SOCIAL STUDIES/ECONOMICS

SENIOR HIGH

CURRICULUM FOCUS:

1. Students will be able to explain that in a technical society, workers depend on each other for a great range of goods and services

CAREER EDUCATION FOCUS: (DELLA Statement)

#55 Recognize role of work in economic independence

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

Each student will state the occupations they hope to obtain. These will then be listed on the chalkboard by the teacher and the students will copy this list of occupations. Each student will then rank order what he/she considers to be the three most important occupations other than what he/she stated in the beginning of this exercise. The rank ordering will be based upon the occupations which each student feels would provide an acceptable form of life style.

The first ranked occupation from each student will be placed on the chalkboard. Various groupings of occupations will be noted when found.

As a written assignment, ask each student to write a paragraph explaining the effects of a breakdown or phasing-out of the occupation which he/she considered to be the most vital or important.

WHAT DO YOU DO WHEN THINGS DON'T WORK?

SOCIAL STUDIES

SENIOR HIGH

CURRICULUM FOCUS:

1. Awareness that we are a consumer society
2. Awareness that as consumers we have certain rights and means of redress

CAREER EDUCATION FOCUS:
(DELLA Statement)

#5 Recognize relationship: self-characteristics/ decision-making
#61 Acquire basic consumer skills

ESTIMATED CLASS TIME: One week

ESSENTIAL RESOURCES:

Consumer Reports (magazines and guidebook), clippings from magazines on consumer product knowledge, information from Better Business Bureau, local action line, etc.

INSTRUCTIONAL PROCESS:

Introduce students to Consumer Reports, and other materials. Talk about ways various products are tested and evaluated, showing that a higher price is not a guarantee of better quality. Talk about the role of the consumer in this society. Ask students to put themselves in everyday situations where "things don't work" and what they could do about them. Talk about guarantees from manufacturers and store guarantees. Talk about individual initiative in phoning, writing letters, going to complaint departments. Discuss the services of such organizations as the Better Business Bureau, local action lines, etc. Talk about ways the individual should assert himself or herself in order to obtain customer satisfaction.

COMMUNITY INVOLVEMENT

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Understanding the possibilities for involvement in the local community
2. Understand that in a mobile society, it is up to the individual to find out about his new community

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#54 Understand relationship between occupational roles/personal economics/life styles
#62 Develop vocabulary to differentiate leisure time activities

ESTIMATED CLASS TIME: One week

ESSENTIAL RESOURCES:

Information from local Chamber of Commerce, Social Service Agencies, local political parties. You may want to bring in speakers from these groups

INSTRUCTIONAL PROCESS:

Present information gathered from various local groups to students. Discuss the aims of the various groups and how the individual can benefit both himself and the community by knowing something about the organization of these groups and becoming involved in them. Discuss what services are available to help someone who has just moved to the area to become better acquainted with people of similar interests. You may want to have the class invite a speaker in for further discussion.

UNEMPLOYMENT IN THE ECONOMY

SOCIAL STUDIES/ECONOMICS

CURRICULUM FOCUS:

Economics

1. Students will recognize that the rate of unemployment has an influence on the economy as a whole and vice versa

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#52 Realize how the labor market effects the nation's economy

ESTIMATED CLASS TIME: One and one half weeks

ESSENTIAL RESOURCES:

Current Almanac, porte board, or white shelf paper. As library materials you may want to use Business Week and United States News and World Report.

INSTRUCTIONAL PROCESS:

This is an independent study project where the pupils will construct graphs and charts. Each pupil will construct their graphs on charts related to the level of unemployment in the economy. From an analysis of the three charts or graphs the pupil will list generalizations. These will then be discussed by the class when the pupils make their presentations (graphs, charts, generalizations) in front of the class.

INFLATION

SOCIAL STUDIES

SENIOR HIGH

CURRICULUM FOCUS:

1. Interpreting current events
2. Understanding national, international developments

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work
#50 Develop vocabulary for understanding economic principles
#51 Be familiar with basic economic concepts
#52 Realize how the labor market effects the nation's economy (or vice versa)

ESTIMATED CLASS TIME: Three class periods

ESSENTIAL RESOURCES:
Resource materials on inflation, historical treatment of inflation (e.g. Germany prior to World War II).

INSTRUCTIONAL PROCESS:

Present to students the basic concept of what inflation is, what some of the ways of trying to cope with inflation have been. Lead discussions on the effects of inflation in various areas--e.g. the international money market, the gold market, big business (national and multinational, wage earners, Federal spending in education and social service areas, people on fixed incomes, etc.).

What are some of the basic ways people try to cope with inflation? (Gardening, preserving, refinishing old furniture, keeping cars longer, etc.). How do these activities reflect not only an awareness of inflation, but also a change in life style? How do these changes effect the market place?

What does inflation do to savings?

What are the differences between inflation coupled with high employment and inflation coupled with recession, (high unemployment)?

Who are the people who study inflation? (e.g. economists, statisticians). What sorts of skills and training do they need? Who employs them.

Supplemental Resources: The Consumer's World. A system of varied materials that provides a well-structured course of study by means of audio-tapes, workbook presentations and dramatic vignettes. Cost: not applicable Innovative Sciences, Inc.

WILLIAMSBURG CLASS TRIP

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Awareness and appreciation of our heritage.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#07 Develop an understanding of the concept "life style"
#16 Understand the need for continuing education in a changing world
#18 Recognize developmental processes occurring in and out of school
#21 Recognize relationship: school environment/larger society

ESTIMATED CLASS TIME: 2-3 weeks, plus field trip

ESSENTIAL RESOURCES:
Materials on Williamsburg, related colonial resources (e.g. architecture, furniture, crafts, customs, life styles). Cameras, film.

INSTRUCTIONAL PROCESS:

Plan a class trip to Williamsburg, VA. Prior to this, assemble as much information as possible about Williamsburg and Colonial America. Have students work in small groups or individually on written and oral presentations in an area of interest to them. Be sure that the actual renovation and reconstruction of Williamsburg is studied, as well as who provided the funds, why Williamsburg was chosen, what kinds of experts were needed to do the planning and work, what basis does it operate on now?

Students may make their presentations to the class and construct a display for the classroom or a display case in a hallway.

When students go to Williamsburg, take cameras and film to photograph aspects of particular interest to them. If students purchase souvenirs, they may be willing to loan them (labeled with their names) for another display in the school along with the pictures taken.

After the visit conduct a class discussion to find out what especially appealed to the students. Relate this experience to preservation of local heritage in your community. Discuss the careers related to preservation and restoration of cultural landmarks. Where would you go to receive training in these careers?

IT IS SAID...

SOCIAL STUDIES

SENIOR HIGH

CURRICULUM FOCUS:

1. Some of the Pennsylvania Dutch contributions to our language are concerned with attitudes toward work.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#32 Realize one's success in work is affected by one's attitudes

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES: Ditto sheet of Pennsylvania Dutch saying (below) for each student

INSTRUCTIONAL PROCESS:

The student will write an analysis (2-3 paragraphs) of the following Pennsylvania Dutch Saying:

Folks who never
Do any more
Than they get
Paid for,
Never get
Paid for any more
Than they Do!

Questions which could be answered in the analysis are:

1. What economic and personal values do you find in this saying?
2. Do you agree that extra work will lead to extra pay?
3. When would it be valuable to remember and follow this saying?

A DIVERSIONARY TACTIC FOR A DULL DAY

SOCIAL STUDIES/AMERICAN HISTORY

CURRICULUM FOCUS:

1. Developing an understanding of life in Colonial America
2. Identifying life styles of 18th century Americans

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#62 Develop vocabulary to differentiate leisure time activities
#63 Understand differences between leisure time and idleness

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:

American History resources, especially biographies. Ask the school librarian for a list of books and other media. Advanced notice of this activity will void the spontaniety but will produce more realistic results.

INSTRUCTIONAL PROCESS:

Keep the class moving by being prepared with questions or activities. This activity can be done by the entire class with results posted on the board or the class can work in groups and prepare for a discussion of the questions.

First activity: The students will prepare three timelines for their own schedule and three timelines for children of the same age group in the year 1776. The day timeline should include hours spent sleeping, eating, in school, hours not accounted for, etc. (Be sure to pick a school day, not a weekend.) The week schedule should include Saturday and Sunday and be in percentages, not hours. The year timeline may include the number of days or the percentage of days. The same guidelines would apply for the 1776 timelines. This activity should not take more than one half of the period.

Second activity: From the timelines:

1. Compare the amount of free time.
2. Compare the amount of school time.
3. Compare the amount of time spent sleeping.
4. Compare the amount of (%) leisure time.
5. What did people your age do with leisure time in 1776?
6. What are some specific activities they practiced? (corn-husking, barnraising, etc.)
7. What do people your age do now with their leisure time?
8. What people provided entertainment, amusements, diversions, and activities in 1776?

9. Were they paid to do this?
10. What persons provide entertainment, amusement, diversions and activities in 1976? (List innkeepers, horsetrainers, etc.)
11. Do they get paid? For what?
12. Have you thought of a career in leisure time activities? Is it possible?
13. What would you do? What are the potentials?

WHAT'S IN A TRADEMARK?

SOCIAL STUDIES/WORLD HISTORY

SENIOR HIGH

CURRICULUM FOCUS:

1. Study of guilds.
2. Growtn of cities.
3. Development and growth of trade and industry.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#65 Understand leisure time can provide some rewards of work

ESTIMATED CLASS TIME: Two 45 minute class periods

ESSENTIAL RESOURCES:

Reader's Digest articles (series) on how trademarks change
State laws for registering a trademark
U.S. Government laws for registering a trademark Library of Congress

INSTRUCTIONAL PROCESS:

The trademark becomes a means to review history and update the attitude toward work and leisure.

Following exploration of the origins of guilds, crafts, commerce, trade and the related social developments, the class may relate what they have learned as background for modern, contemporary activities.

Without preamble, begin a class discussion by remarking--Design a trademark! Does it sound like fun? Well, before you do, answer some questions:

1. What is it?
2. Where did it originate?
3. When did it originate?
4. What is a hallmark?
5. What does a trademark symbolize?
6. Does "trademark" mean work?
7. Do you have a clear understanding of trademark?
8. What does leisure mean?

Divide students into groups to design a trademark for a leisure time activity. When most of the students have sketched out their ideas and selected a "subject" the whole class can meet as a group and discuss the following questions:

1. Can you have a trademark without referring to work?
2. Was your product (trademark) really and truly a trademark for leisure?
3. Are work and leisure now being confused?
4. Was the attitude toward work different when trademarks were being originated than it is today?
5. Can personal satisfaction be found in both work and leisure?
6. Can personal rewards from work and leisure be similar?

Record and emphasize newly learned vocabulary. Display the completed trademarks.

IMPORTANT HISTORICAL CHARACTERS

SOCIAL STUDIES

CURRICULUM FOCUS:

American Cultures

1. Understand that personal and social consideration influences career development
2. Understand that success in many different careers depends on similar personal and social factors

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#27 Understand process of developing a "career"

ESTIMATED CLASS TIME: Five-ten class periods

ESSENTIAL RESOURCES:
Biographies, Dictionary of American Biographies

INSTRUCTIONAL PROCESS:

Have students select an important character in American history. Each student will complete a report on their characters which will include:

1. Family background
2. Education
3. Career aspiration
4. Achievement

Moreover, each report will develop an hypothesis stating the three most important factors contributing to the character's successes and achievements. Once the reports are completed the teacher will conduct a class discussion where students will discuss and explore their hypotheses. Through teacher-pupil dialogue similar factors in the character's background will be isolated, evaluated and ranked.

THE GREAT CRASH

SOCIAL STUDIES/AMERICAN HISTORY

SENIOR HIGH

CURRICULUM FOCUS:

1. Students will recognize that the causes of the stock market crash were many. Also, people in many occupations contributed to the crash.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#25 Understand how occupations relate to functions of society

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:

A high school social studies text covering the years 1914-1929.

INSTRUCTIONAL PROCESS:

Ask two students to select a cause for the stock market crash. They will be opposed by two other students who have opposing views. They will research their topics and prepare to debate.

Following the debate the teacher will write categories on the chalkboard: political, economic, international, etc. When these categories are analyzed with their component parts, the class discussion will reveal that various groupings of occupations were directly and indirectly related to the Great Crash.

THE 1929 CRASH

SOCIAL STUDIES/HISTORY/ECONOMICS

CURRICULUM FOCUS:

History, politics, government
1. Understand the decision-making process in relation to past and current history
2. Understand the decision-making process in relation to personal, business, national, international, political, etc. decisions

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#44 Recognize the decision-making involves some risk taking

ESTIMATED CLASS TIME: Variable

ESSENTIAL RESOURCES:
Newspapers, films

INSTRUCTIONAL PROCESS:

Discuss the ramifications of the 1929 stock market crash as experienced by thos who were heavily invested at that time. Ask the students to think of current decisions being made in their personal lives and/or in national policy and/or business. What are the risks being taken in these decisions?

What risks were taken in major historical decisions (ex. Invasion of Normandy, etc)? Are there ways to minimize the risk being taken? Introducing the students to a decision-making model, if you have not already done so, it would be a good follow-up to these activities.

WORLD WAR II DECISIONS

SOCIAL STUDIES/HISTORY

CURRICULUM FOCUS:

American History WW II

1. Understand the decision-making process in relation to President Truman's decision to bomb Hiroshima in WW II.
2. Understand the decision-making process in relation to personal decisions.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#05 Recognize relationship: self-characteristics/decision-making
#41 Understand decision-making involves responsible action
#42 Know external factors affect decision-making and vice versa

ESTIMATED CLASS TIME: Three class periods

ESSENTIAL RESOURCES:

A knowledge by students of the situation during W. W. II when the decision was made to drop the atomic bombs.
Ideas in Conflict (Scott Foresman, Inc.)

INSTRUCTIONAL PROCESS:

These activities are designed to be done in connection with a unit on the study of WW II. However, the same activity format can be easily applied to other units or topics of study. In preparation for these activities the students should study WW II and President Truman.

1. Write the following decision-making model on the board to be copied, di cussed, and understood, step-by-step:
   a. Define problem
   b. Agree on alternatives
   c. List, weigh and rank relative advantages and disadvantages for each alternative
   d. Order each alternative in terms of its overall desirability
   e. Choose

2. Ask the students to think about a decision they have recently made and to apply the above model to this decision in writing. One or two students may present their decision to the class.

3. Ask students to think about and discuss the following, using the decisic reported orally as the basis.
   a. What external factors influenced you to make the decision you made?
   b. What were the alternatives available?
   c. Did you make the best decision for you under those circumstances?
   d. How did your personal characteristics affect your decision-making process and the decision you eventually made?
   e. How did your decision affect other people?

Now Apply This Process to WW II Decisions

1. Apply the decision-making model above (#1) to Truman's decision to bomb Hiroshima by:
   a. Defining the problem.
   b. Agreeing on Truman's alternatives.
   c. Listing, weighing, and ranking the relative advantages and disadvantages for each alternative.
   d. Ordering each alternative in terms of its desirability to you if you were president at that time.
   e. Making your choice.

2. Discuss:
   a. Who had access to the President's ear?
   b. Did a wide enough variety of people with a wide variety of values and philosophies have access to Truman's ear?

3. Ask and discuss:
   a. Would you have made the same decision as President Truman? Why or why not?
   b. What relationship did personal characteristics and values have to the decision Truman made?
   c. What is the relationship between your choice if you had been President Truman and your present personal characteristics and values?
   d. What were the remfications of Truman's decision? How did the decision to bomb Hiroshima affect other people or factors?

Supplemental Resources: Decisions and Outcomes/Deciding. Consists of a program in decisionmaking. Deciding is for junior high school, Decisions and Outcomes is for senior high school. Each student book costs $2.50 (estimate) and a teacher guide is provided. College Entrance Examination Board

DECISIONS AND OUTSIDE INFLUENCES

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Understand the decision-making process and its effect in relation to past and current history and/or future planning
2. Understand the decision-making process in relation to personal decisions, political, national or international decisions

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#42 Know external factors affect decision-making and vice versa

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
None

INSTRUCTIONAL PROCESS:

Ask the students to discuss, think about, or write about, a decision they have recently made. What factors in their environment influenced them to make that decision, and what factors were affected by that decision. After the students have internalized the concept that external factors affect decision-making and vice versa, by applying this concept to their personal lives, ask them to think of examples of this concept from history. Perhaps this activity fits in well with an historical period you have been studying, by asking the students to focus on a major decision made (what factors affected the decision-making process and what factors were effected by the decision made.) Ask them to apply the decision making model listed in the activity "World War II Decisions" to the historical decision being discussed to determine the other decision options available and to evaluate the decision made.

Suggested decisions from history to focus on:
  a. sending troops to Viet Nam
  b. Cuban Missile Crisis
  c. The Watergate Coverup

LEARNING ABOUT CAREERS THROUGH LITERATURE

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Using research skills to develop bibliographies.
2. Learning to write a précis.
3. Practicing reading and skimming skills.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations and careers
#26 Determine characteristics/qualifications of occupations
#32 Realize one's success in work is affected by one's attitudes

ESTIMATED CLASS TIME: One week of class periods

ESSENTIAL RESOURCES:
Literature (a list of suggestions is at the end of this activity)
Occupational Information, R. Hoppock (McGraw Hill);
Encyclopedia of Careers and Vocational Guidance, William E. Hopke (Doubleday)

INSTRUCTIONAL PROCESS:

This activity can be incorporated into your curriculum any time you want students to gain realistic and meaningful practice in developing a reading list, recording basic bibliographic data, writing précis and skimming.

1. Students begin the activity by selecting a career area which interests them (eg. transportation, medicine, etc.). Students who select the same career area may want to work together. Students and/or groups then develop a list of specific job titles within the occupational area they have chosen (ex. trucker, nurse, etc.).

2. Ask the students to search libraries for literature (biographies, autobiographies, poems, plays, short stories, pamphlets) that would describe people performing these jobs or raise issues related to these jobs. Below, following the description of this activity, is a list of novels, short stories and poems which can be used as a starting point for this activity. You might suggest to the students that they also contact people employed in these occupations for further book titles.

3. Ask the students to record basic bibliographic information on the appropriate selected literature.

4. Ask the students to select one or more of the items they have included in their bibliographies to read or skim for the purpose of writing a précis of the book's content and relevance to career education. You might want to vary the number of items to be read from student to student, depending upon their reading ability and the difficulty and length of the literature each pupil has listed in his/her bibliography.

5. Information students can describe in their précis may include the following:
   a. Occupations treated
   b. Whether career issues are a major focus in the item.
   c. Specific occuaptional information provided--e.g.,
      -tasks involved in it
      -skills needed to be successful at it
      -information or knowledge needed to be successful at it
      -discriminatory behavior practiced in it
      -why people enter it
      -what types of people enter it
      -fringe benefits and salary ranges it provides
      -satisfactions it provides
      -negative aspects of the work
      -how it affects the employee's personality
   d. Whether the item is difficult or easy to read
   e. Whether the item was interesting to read

6. After writing their précis, ask the students to review their bibliographies and precis with you and other students, revise them, and place them in manila folders for use by other students in the school.

7. In class lessons, focus on the process of developing bibliographies, skimming, and writing a précis.

8. In class discussions, focus on why people take certain jobs--what they think they will like about them (ex. type of work involved, salary concerns about job security, following in role model's footsteps, being "desparate" for a job, free time available, avoiding or desiring a job that requires responsibility or initiative, or finding a job that offers the opportunity to exercise authority, leadership or creativity).

Below are novels, short stories, and poems which deal with interesting occupations or careers.

1. The Assistant, Bernard Malamud
   (small business--grocery store owner)
2. The Last Hurrah, Edwin O'Connor
   (professional politics)
3. Facing the Lions, Tom Wicker
   (newspaper business)
4. He, Katherine Ann Porter
   (mother)
5. The Egg, Sherwood Anderson
   (chicken farm and small restaurant owner)
6. The Patented Gate and The Mean Hamburger, Robert Penn Warren
   (running a diner)
7. Flowers for Algernon, Daniel Keyes
   (medical professionals)
8. The Secret Life of Walter Mitty, James Thurber
   (you name it)
9. A Visit of Charity, Eudora Welty
   (nursing home personnel)

10. The Bell Jar, Sylvia Plath
(journalist and psychiatrist)
11. The Foutainhead, Ayn Rand
(architect)
12. The Taking of Pehlham One, Two, Three, John Godey
(transportation management)
13. Sister Carrie, Theodore Dreiser
(traveling salesman)
14. An American Tragedy, Theodore Dreiser
(attorney and businessman)
15. Arrowsmith, Sinclair Lewis
(medical researcher)
16. The Sun Also Rises, Ernest Hemingway
(journalist)
17. The Old Man and the Sea, Ernest Hemingway
(fisherman)
18. Appointment in Samarra, John O'Hara
(business executive)
19. All the King's Men, Robert Penn Warren
(politician and director of state hospital)
20. Up the Down Staircase, Bel Kaufman
(teacher)
21. To Sir With Love, E. R. Braithwaite
(teacher)
22. I Never Promised You A Rose Garden, Hannah Green
(phychiatrist)
23. Johnny Got His Gun, Dalton Trumbo
(V. A. hospital staff)
24. The New Centurions, Wambaugh
(police officer)
25. Tono-Bungay, H. G. Wells
(aeronautical engineering and patent medicine)
26. Heart of Darkness, Joseph Conrad
(experienced seaman)
27. Lord Jim, Joseph Conrad
(experienced seaman)
28. Sons and Lovers, D. H. Lawrence
(coal miner)
29. A Portrait of the Artist as a Young Man, James Joyce
(artist, teacher)
30. A Passage to India, E. M. Forster
(surgeon, principal, and teacher)
31. The Power and the Glory, Graham Greene
(priest)
32. A Civil Servant, Robert Graves
33. Dolor, Theodore Roethke
(office worker)
34. Night Shift, Sylvia Plath
(factory workers)
35. What is He?, D. H. Lawrence
(cabinet maker)
36. Buyers and Sellers, Carl Sandburg
(laborers, generally)
37. My Bus Conductor, Robert McGough
38. A Politician I An Arse Upon, E. E. Cummings
39. Lines Written for Gene Kelly to Dance to, Carl Sandburg
40. Jazz Fantasis, Carl Sandburg
(jazz musician)

INFORMATION STORAGE AND RETRIEVAL

SOCIAL STUDIES

SENIOR HIGH

CURRICULUM FOCUS:

1. Economic awareness
2. Social awareness

CAREER EDUCATION FOCUS:
(DELLA Statement)

#66 Develop positive attitudes toward value of leisure time
#62 Develop vocabulary to differentiate leisure time activities
#64 Understand interrelationships: leisure time/one's career

ESTIMATED CLASS TIME: One-two class periods (determined by the assignments)

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

Assign students an activity such as one of those listed below:

Gather information about:
Motels for a motor trip to Alaska
Camping in Mexico
Building a tennis court
Breeding horses
Operating a discotheque
Opening a bicycle shop
And others that are of special interest to the students for recreation.

Discussion:

The assignments were all related to leisure time activities.
Where did you get the information?
Why did you become interested in the topic?
How would people benefit from participating in those activities?
Are they free?
Why do they cost money?
Are these activities wasting money and time? Why?
If the activities cost money, are there workers engaged in these activities?
Are these workers on leisure time? Explain the difference.
As you gathered information did you get ideas about interesting careers?
Would the career (or job) of a person affect the type of leisure time activities? Explain.
What would people who work at leisure time jobs do for leisure?

TRAVEL PLANS

SOCIAL STUDIES

SENIOR HIGH

CURRICULUM FOCUS:

1. Practice with basic math skills.
2. Exchange of United States currency with foreign currency.
3. Map reading.
4. Developing simple equations.
5. Sequencing activities.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#20 Develop basic attitudes needed for entry/success in a career
#26 Determine characteristics/qualifications of occupations
#59 Acquire basic money management skills
#65 Understand leisure time can provide some rewards of work

ESTIMATED CLASS TIME: Two-four weeks

ESSENTIAL RESOURCES:
Currency exchange tables, time zones charts, kilometer/mileage, conversion tables (Travel School of America or American Society of Travel Agents)

INSTRUCTIONAL PROCESS:

This is a small group or individual independent study project.

Learning Experience I: Develop simple equations.
Develop one equation for each:

Crossing time zones
Exchanging currency
Interpreting speed (mph vs kilometer/hr.)

Learning Experience II: Become familiar with the role of travel agents.
(entire class or small groups)

Visit a travel agency or invite a travel agent to visit the class.
Prepare for the visit by developing a set of questions.
(See Attachment A)
Record the results of the interview.

Learning Experience III: Plan a trip out of the USA.
(1-2 week research time)

1. Identify the traveling party.
2. Select a destination.
3. Research the trip:
   a. departure and arrival times
   b. hotels and rates
   c. basic transportation
   d. supplemental transportation
   e. money (amount needed, travelers checks, foreign currency)
   f. time changes

  - g. different ways to finance trips
  - h. identify special problems (language, health)
  - i. passports, visas

4. Write a travel plan

Learning Experience IV: Evaluation/assessment.

Groups or individuals exchange plans and assess the merits of plans developed by others.

ATTACHMENT A

1. How do you go about planning a trip for a traveler?
2. How do you make arrangements?
3. What information is needed from travelers?
4. What extra information is provided for travelers?
5. How important is it for the agent to be familiar with the places to which travelers go?
6. What currency problems are encountered?
7. What fringe benefits are available to agents?
8. What training do agents need?
9. What are problems or disadvantages of being a travel agent?

FIELD TRIP FOLLOW-UP

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Realize that a field trip can offer a variety of learning experiences.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#07 Develop an understanding of the concept "life style"
#10 Develop a sensitivity toward and an acceptance of others
#12 Develop the necessary socialization skills
#33 Develop personal habits which are socially valued
#66 Develop positive attitudes toward value of leisure time

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES: See appendix for tips about field trips

INSTRUCTIONAL PROCESS:

This activity should be implemented as a follow-up to a specific field trip.

1. The day after the field trip, follow-up with a discussion of the various learning experiences derived, such as:

   a. Types of careers exhibited in the performance.

   b. Student reaction to the performance and performers.

   c. Auditorium decorum.

   d. Awareness of differences in areas and schools.

   e. Group behavior on a bus.

   f. Behavior of group in a restaurant.

2. Follow this up with a written composition by the student entitled "I learned from the Field Trip that-"

Students should become aware of the variety of experiences available to them when participating in a field trip.

THE CRIMINAL JUSTICE SYSTEM

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Citizenship responsibilities toward justice
2. Local Community Studies
3. Problems of Democracy-The criminal justice system

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#25 Understand how occupations relate to functions of society
#26 Determine characteristics/qualifications of occupations
#27 Understand process of developing a "career"

ESTIMATED CLASS TIME: Five class periods. May be scheduled over an extended time span to a month.

ESSENTIAL RESOURCES:

1. The New Centurians, Joseph Wambach (Dell)
2. Civil Police, Jonathan Rubenstein (Ballentine)
3. Behind The Shoe, Arthur Niederhoffer (Double Day Anchor)
4. The Police in Urban Society, Arthur Niederhoffer (Double Day Anchor)
5. The Prosecutor, James Mills (Pocket)
6. My Life in Court, Louis Nizer (Pyramid)
7. The Defense Never Rests, F. Lee Bailey (Signet)
8. Justice Denied, Leonard Downie, Jr. (Penguine)
9. Kind and Usual Punishment, Jessica Nipford (Vintage)
10. My Shadow Ran Fast, Bill Sans (Signet)
11. Crime in America, Ransy Clark (Pocketbooks)
12. The Challenge of Crime in a Free Society, Prepared by the President's Commission on Law Enforcement and administration of Justice. (Avon)
13. Why Justice Fails, Whitney North Seymore (Moral)
14. Our Criminal Society, Edmund M. Schur (Spectrum)
15. Liberty Under Law, (American Education Publication, Education Center)
16. The Law Suit, The Xerox Corporation (American Education Publication, 55 High Street, Middletown, Connecticutt 06457)
17. Justice in Urban America, (Series: Houghton Mifflin)

INSTRUCTIONAL PROCESS:

Students use research, field studies, analysis and reports to learn more about the criminal justice system.

The purpose of this activity is to explore one or more components of the criminal justice system. Focus is not on defendants or prisoners but on the people that deal with them while they are in the system. The main emphasis in this activity is on research and interviews.

Before engaging in the small group activity, it probably would be helpful to give the students an overview of the criminal justice system. The chart provided can be duplicated, distributed to the class, then discussed and/or explained. When the class breaks into small groups they will:

1. Pick a component of the criminal justice system it wants to research.
2. Develop methods for conducting its research.
3. Conduct the research.
4. Write a report of its findings for presentation to the class or for role playing.

Groups may select from among four areas of criminal justice: Law enforcement, prosecution, courts, or corrections. Within these areas, students can concentrate on crime in general or on particular types of crime and criminals--such as: Juvenile delinquency, white collar crime, "victimless crimes", recognized crime, treatment of the poor or minorities in the criminal justice system, or shoplifting. These are suggestions only.

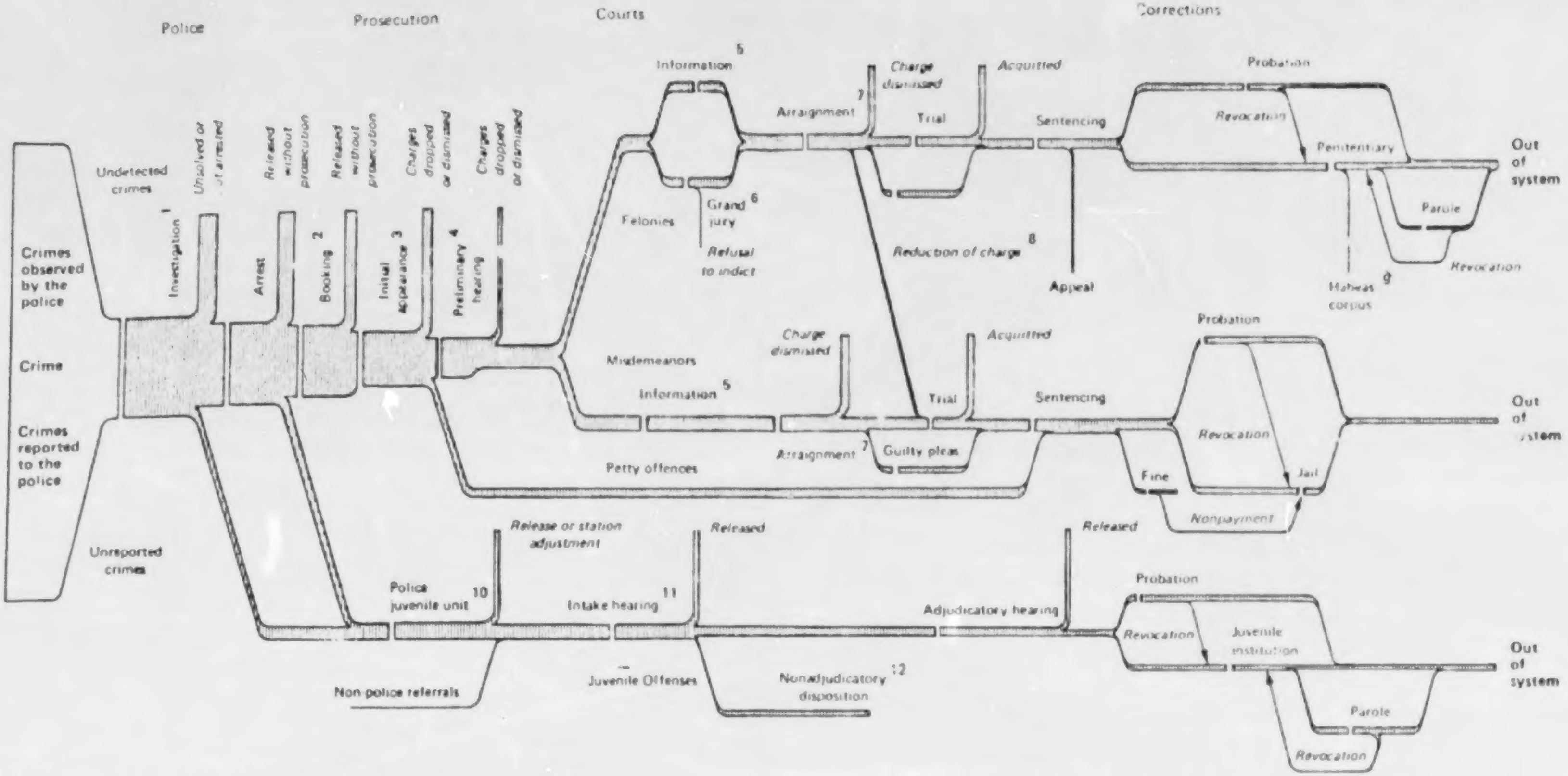
Each group must plan its own method of researching the component selected for this particular study. There are many variations on given themes but there are probably three basic approaches. First, interview appropriate officials. Arrangements must be made ahead of time, of course, but it may be either at the location or in the classroom. Various techniques are essential-particularly having planned the kinds of questions to be asked before they go out. Recording responses and observations is helpful, not neccessarily required. One essential point is that students should communicate that they are interested in learning about the work of a given part of the criminal justice system.

A second method would be to use the field-research concept in getting additional kinds of information and understanding. A day in a courtroom, a ride in a police car while they are on duty, a tour of a prison, are suggestions. Students should be encouraged to keep careful notes of what they see, what they hear, and their observations.

A third plan is to do research in the usual sense, reading in libraries. A list of appropriate paperbacks has been included in this activity and there will be additional references in school libraries, public libraries, and law libraries.

After conducting their research, each group analyzes the findings and prepares a report for the class. This should include the career in the criminal justice system component studied and what specific criminal justice tasks its component has been responsible for. Each group also prepares a brief role-play of one or more of the activities its component engaged in. It is possible that the entire class could role-play all the steps a person is likely to go through who is being processed through the criminal justice system. For something of that nature, refer to the previous chart which may facilitate the activities.

A final discussion by the entire class should center around the roles of the individuals. This means defining the job, the preparation needed for the job, what the tasks are, the rewards from the career and the possibility of students selecting one of the jobs for a career.


Police
Prosecution
Courts
Corrections
Undetected crimes
Unsolved or not arrested
Released without prosecution
Released without prosecution
Charges dropped or dismissed
Charges dropped or dismissed
Crimes observed by the police
Crime
Crimes reported to the police
Unreported crimes
Investigation 1
Arrest
Booking 2
Initial appearance 3
Preliminary hearing 4
Information 5
Grand jury 6
Felonies
Refusal to indict
Arraignment 7
Charge dismissed
Trial
Acquitted
Reduction of charge 8
Sentencing
Appeal
Probation
Revocation
Penitentiary
Parole
Revocation
Habeas corpus 9
Out of system
Misdemeanors
Information 5
Charge dismissed
Arraignment 7
Trial
Guilty pleas
Acquitted
Sentencing
Petty offences
Probation
Revocation
Fine
Jail
Nonpayment
Out of system
Release or station adjustment
Police juvenile unit 10
Released
Intake hearing 11
Released
Adjudicatory hearing
Probation
Revocation
Juvenile institution
Parole
Revocation
Out of system
Non-police referrals
Juvenile Offenses
Nonadjudicatory disposition 12

1 May continue until trial.

2 Administrative record of arrest. First step at which temporary release on bail may be available.

3 Before magistrate, commissioner, or justice of peace. Formal notice of charge, advice of rights. Bail set. Summary trials for petty offenses usually conducted here without further processing.

4 Preliminary testing of evidence against defendant. Charge may be reduced. No separate preliminary hearing for misdemeanors in some systems.

5 Charge filed by prosecutor on basis of information submitted by police or citizens. Alternative to grand jury indictment; often used in felonies almost always in misdemeanors.

6 Reviews whether Government evidence sufficiant to justify trial. Some States have no grand jury system; others seldom use it.

7 Appearance for plea; defendant elects trial by judge or jury (if available); counsel for indigent usually appointed here in felonies. Often not at all in other cases.

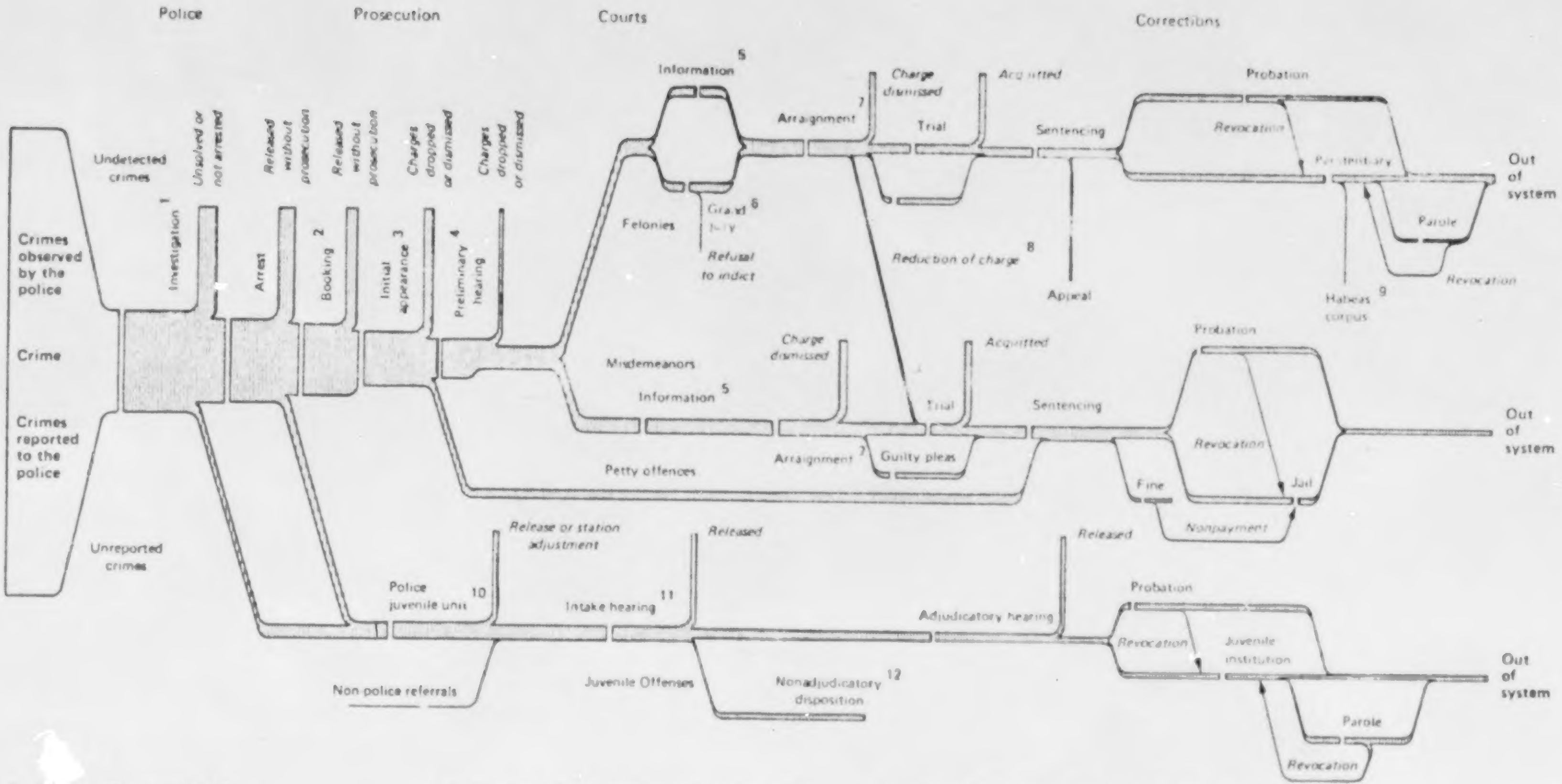
8 Charge may be reduced at any time prior to trial in return for plea of guilty or for other reasons.

9 Challenge on constitutional grounds to legality of detention. May be sought at any point in process.

10 Police often hold informal hearings, dismiss or adjust many cases without further processing.

11 Probation officer decides desirability of further court action.

12 Welfare agency, social services, counseling, medical care, etc. for cases where adjudicatory handling not needed.


Police
Prosecution
Courts
Corrections
Crimes observed by the police
Crime
Crimes reported to the police
Undetected crimes
Unreported crimes
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Charge dismissed
Arraignment 7
Guilty pleas
Trial
Acquitted
Sentencing
Probation
Revocation
Fine
Jail
Nonpayment
Out of system
Petty offences
Police juvenile unit 10
Release or station adjustment
Non police referrals
Intake hearing 11
Released
Juvenile Offenses
Nonadjudicatory disposition 12
Adjudicatory hearing
Released
Probation
Revocation
Juvenile institution
Parole
Revocation
Out of system

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POLITICAL CONVENTION

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Students will be able to evaluate political issues and candidates' appeal.
2. Students will be able to apply political choice within an existing political structure.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#21 Recognize relationship: school environment/larger society
#26 Determine characteristics/ qualifications of occupations

ESTIMATED CLASS TIME: School-wide assembly: one-half day

ESSENTIAL RESOURCES:
"A B C's of Picking the President," U.S. News and World Report (Feb., 1976).

INSTRUCTIONAL PROCESS:

Each homeroom or social studies class will be assigned a delegation (consisting of five students) to represent it at a simulated Democratic or Republican party convention. Each student will receive and study the "A B C's of Picking the President." This will be done in social studies classes before the convention. Each homeroom or social studies class will select a chairperson to head their delegation. The chairpersons will meet with the convention director who will inform them of the convention seating arrangements, and of their duties. These duties include: polling the students and reporting the delegation's wishes during roll calls. Student volunteers will assist the director in preparing speeches representing the candidate's personal background, career experiences, and current views on issues.

The school band should be contacted to play at the convention. State delegation standards will be constructed by art students and industrial arts students.

The students will listen to the speeches of the candidates and cast their roll call votes for the candidate of their choice.

After the convention, social studies teachers will discuss with their classes, questions such as:

a. Why did you vote the way you did?
b. Who was the most qualified by experience?
c. What does one have to do to obtain national recognition as a political leader?
d. How could we improve the selection process?

LOCAL ELECTIONS

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Understand the ways local government affects all of us.
2. Understand the political process at the local level.

SENIOR HIGH

CAREER EDUCATION FOCUS: (DELLA Statement)

#42 Know external factors affect decision-making and vice versa

#43 Recognize restrictions in the decision-making process

ESTIMATED CLASS TIME: Over a 4 week period

ESSENTIAL RESOURCES:

Information on local governmental structure and local political parties. Contact League of Women Voters and local political groups.

INSTRUCTIONAL PROCESS:

Prior to a local election, present students with information on the functions of local governmental positions, their powers, responsibilities, salaries, length of terms of office, etc. Discuss with students the type of background, training and skills necessary to function in these offices. Get fact sheets from local League of Women Voters and go over candidates' backgrounds and political statements. Discuss voter registration, location of the polls and voting time. Ask students to analyze what they feel are local problems and what local officials' response could/should be to these problems. Find out how many voters are registered and after election, how many actually voted. Discuss voter responsibility for being well informed and how voters can become involved at the local level. You may want to bring in a member of the League of Women Voters or a local political person to discuss local politics in your area, as well as careers in local politics.

THE BRAVE NEW WORLD

SOCIAL STUDIES

SENIOR HIGH

CURRICULUM FOCUS:

1. Technology can be used to influence peoples' values, attitudes and emotions.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#53 Understand the relationship: technology/world of work

ESTIMATED CLASS TIME: One to one and one-half weeks.

ESSENTIAL RESOURCES:
Brave New World by Aldous Huxley

INSTRUCTIONAL PROCESS:

Each student will read Brave New World. The teacher should make reading assignments according to students' abilities. At periodic intervals, however, the students should be asked to explain the following:

1. What is soma and why is it used?
2. How do we know that they believe "history is bunk?"
3. What is the difference between an Epsilon and an Alpha Plus?
4. In the Brave New World, how does work contribute to the social hierarchy and how does this social hierarchy determine personal freedom?

This series of questions should reveal that the society has tried to destroy its past, by replacing its need to the past with technology and by using this technology to condition the society. Technology then becomes a vital aspect of the work-life in the Brave New World. A concluding question would be-what technology do we have today which conditions and influences us like that in the Brave New World?

This is not a unit plan for Brave New World. It is an approach to questionning designed to stimulate an understanding of the impact of technology.

FUTURE SHOCK: CHANGE AS A THING IN ITSELF

SOCIAL STUDIES/PROBLEMS OF DEMOCRACY

CURRICULUM FOCUS:

1. Non-fiction writing
2. Current events
3. Developing critical objective analysis of what we read.
4. Understanding the role of the social scientist.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#04 Understand that personal characteristics can be changed
#09 Recognize that development of self is constantly changing
#16 Understand need for continuing education in a changing world
#19 Realize technological changes demand retraining of workers
#44 Recognize that decision-making involves some risk taking
#48 Understand the need to take responsibility for own decisions
#60 Be able to use economic information in decision-making

ESTIMATED CLASS TIME: One week

ESSENTIAL RESOURCES:
Future Shock-Alvin Toffler

INSTRUCTIONAL PROCESS:

Described by Toffler, Future Shock is the result of overloading the individual with change, and in his book he attempts to describe change as a thing in itself, how it effects persons and ways it can be dealt with. Toffler's book is in many ways, a source book on the changes that have occurred, as well as a prescription for dealing with them. Students who are especially interested will probably want to read the entire book; for class work the teacher can assign certain chapters to be read for class discussion.

The class discussion should be aimed at developing the student's critical faculties, developing an awareness that change affects individuals in a real, objective sense, as well as in a subjective sense. Discuss "change" as Toffler describes it; discuss his qualifications for making these kinds of statements; discuss the responsibility that rests with each individual in identifying, understanding and dealing with change. Ask students to give additional examples of change from their community and their own experience. (Use Della statements above to stimulate discussion).

Assign a paper for students to write dealing with some aspect of change as it regards their own individual development and the ways in which they must comprehend change in planning their own futures.

FUTURE SHOCK

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Rapidity of technological change and its ramifications- socially, psychologically, etc.
2. Making decisions in preparation for change.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#03 Understand relationship: self-characteristics/performance
#04 Understand that personal characteristics can be changed
#06 Understand and use the concept "role"
#47 Develop a receptivity for new ideas/exploration of new ideas

ESTIMATED CLASS TIME: Variable, depending on number of chapters assigned

ESSENTIAL RESOURCES:
Future Shock - by Alvin Toffler

INSTRUCTIONAL PROCESS:

Ask the students to read Future Shock and/or another book predicting the future of society. Engage them in a discussion of what life will be like in the year 2000. What will occupations and life styles be like? Will they change? How? Will the family unit remain the same? How might it change? Why? What effect will all of these changes have on people's lives? Can we plan for these changes now? How?

HEADLINES

SOCIAL STUDIES

CURRICULUM FOCUS:

1. To point out some of the sources of present and future identity .
2. To understand that identity is not only a personal concept but also involves our relationship to other persons, groups, constitutions, etc.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#06 Understand and use the concept "role"
#08 Develop a positive self-concept
#09 Recognize that development of self is constantly changing

ESTIMATED CLASS TIME: 1-2 class periods

ESSENTIAL RESOURCES:
Imagination and Insight

INSTRUCTIONAL PROCESS:

Present students with the following situation: You are on a camping trip with friends and you become separated from the group. The group looks all night but still cannot find you. The headlines of the local papers are dedicated to your mishap.

You are to write one headline that identifies who was lost yesterday. (Use your name only if you are well-known enough around your area that most readers would know you). In other words, what would the editors of the papers say in the headline that would indicate who was lost so as to best attract the attention of the readers?

Collect the headlines and read a few of them out loud (without reference to who wrote them, if at all possible).

You will find some headlines which show a rather strong sense of identity, in terms of roles at least (Example: "Star Athlete Missing," "Central Honor Student Lost," etc.).

Others will be identified only in terms of someone else. ("Mayor's Son Missing," "Search Continues For Local Minister's Son," etc.).

Some will be even less descriptive, identifying with such things as school ("Central Student Missing"), age group ("Local Teenager Missing") or community ("Jonestown Boy Missing").

Still others will be lacking in anything precise ("Girl Missing In Camping Trip").

These headlines are an excellent opportunity to examine identity through our membership in groups, the roles we play, or our association with others. Some of these can then be listed as sources of identity. We can identify with:

School
Community
Religion
Race
Sex
Occupation
Achievement
Age
Our relationship to others
Etc.

This last one is especially worth examining. How many of us can be identified primarily only in terms of our relationship to husbands, fathers, mothers, etc? This may be especially true of women who develop what is called "contingent identity"-(based on someone else) rather than a real personal identity of their own.

If time permits you may extend this exercise by asking what kind of headline would be written 10 years from now. How many students would be identified only as "Former Something Or Others"? Or do students show forward-looking identities?

Other areas can also be examined such as the reasons for our lack of willingness to identify with or our unwillingness to share an identifying commitment to such things as our school, community, religion, sex, etc.

FUTURE FOCUSES-ROLE IMAGES

SOCIAL STUDIES

CURRICULUM FOCUS:

1. To make students aware that their own self-image and roles are not stagnant concepts but will change with time, and the change will often result from factors over which they now have little control.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#04 Understand that personal characteristics can be changed
#05 Recognize relationship: self-characteristics/decision-making
#06 Understand and use the concept "role"
#43 Recognize restrictions in the decision-making process
#44 Recognize that decision-making involves some risk taking
#49 Develop effective decision-making strategies and skills

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

This is a good exercise to open any unit or course dealing with the future or simply the concept of roles and self-image.

1. Ask students to describe in a brief essay what they think the world will be like in the year 2000, especially in regard to such things as energy supply, population, food availability, crime, urban congestion, transportation, family life styles, international tensions, types of jobs available, etc. Allow two nights.

2. Ask students to write on a separate sheet of paper what they think they will personally be doing in the year 2000, what they think their life will be like at that time.

3. Pair the two assignments and read some of them to the class as pairs. (If you wish to insure anonymity you can use code numbers for assignments). As the paired essays are read it should become apparent that while many students see the world changing rapidly in all directions with many alterations in life styles needed to cope with such changes, they see little or no change in their own personal or community life. Some students will predict police states, nuclear war, starvation, etc. for the world at large but personally they see themselves going to college, holding the same types of jobs now available, living comfortably in ranch houses, and raising families in the usual manner.

4. Discuss the reason for such discrepancies (i.e. a tendency to view the future with a present-oriented role image and perspective).

5. Ask what can be done to keep the two factors closer in line. Suggestions usually include:

1. Go along with the changes.
2. Fight against the changes they don't like through organized action.
3. Withdraw from society and opt for an alternative life style and role more in line with their self-image, present and projected.

More class time should be used to explore any or all of these concepts in greater depth. For example-which changes predicted by experts are acceptable? Which are not? Which ones do we or could we have control over? What types of action would be necessary to resist such changes (personal rebellion, group action, political and governmental action, etc.)?

A COMPLETE EDUCATION

SOCIAL STUDIES

CURRICULUM FOCUS:

1. To examine basic student attitudes about the relationship between education and one's chosen vocation as well as the role of education in our general life styles

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#14 Understand interrelationship between education and work
#16 Understand need for continuing education in a changing world
#17 Recognize role of education in career and life goals
#18 Recognize developmental processes occurring in and out of school
#19 Realize technological changes demand retraining of workers
#21 Recognize relationship: school environment/larger society

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
List of goals below

INSTRUCTIONAL PROCESS:

List the following possible goals of formal education on a sheet to be handed out to students or write them on the chalkboard or display them using an overhead transparency projector:

GOALS FOR A REWARDING FUTURE

Graduating from high school, college, or trade school
Gaining enough marketable skills to get and hold a job
Reaching a point where I can teach myself what I need to know
Reaching a point where I enjoy learning for its own sake
Learning to enjoy and participate in co-curricular activities
Learning to know myself (who I am, where I am going)
Learning to get along with others (being skilled in interpersonal relationships)
Becoming a good citizen (of school, family, community, nation, etc.)
Realizing that education is a never ending process (that I will always have to continue learning to keep or advance in my job, to "learn" another job, if necessary, to be a better person, etc.)
Keeping myself busy until I am old enough to quit school

Have students number these goals from one to ten (with one being the most important or most useful and ten being the least important or least useful) on a sheet of paper, using the key words (underlined) for each goal.

After the class has completed this list, divide the class into groups of four or five and have each group reach a consensus on which is the most and least important goal. (consensus is not a majority vote or compromise. All members of each group must agree on each of the two choices.)

It is unlikely that many groups will agree on the choices, but the debate which occurs should be enough to stimulate thought on the issues involved and satisfy the purposes of these exercises.

To conclude this lesson the teacher should ask which, if any, groups achieved a Consensus on the goals; and, if so, what were they? Questions can then be asked of those who could not reach an agreement, and some opinions of the reasons an agreement was not reached solicited. Here, a wide variety of opinions could serve as a stimulus for further class discussion about the goals of a formal education, as well as its role in career plans and objectives.

FORCED CHOICES - CAREERS AND OTHER GOALS

SOCIAL STUDIES

CURRICULUM FOCUS:

1. To force students to confront certain values relative to their own goals and personal characteristics

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#03 Understand relationship: self-characteristics/performance
#06 Understand and use the concept "role"
#07 Develop an understanding of the concept "life style"
#39 Develop vocabulary for stating and identifying personal goals
#43 Recognize restrictions in the decision-making process

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Paper, pencils with erasers

INSTRUCTIONAL PROCESS:

The idea of this activity is to use forced choices to present students with a series of alternatives that must be ranked in order of preference without knowing what all of the choices will be before hand. In some respects it may seem unfair, but it can be a good indicator of clear-cut values already formulated.

Ask students to make 12 squares on a piece of paper in a grid pattern, filling the entire sheet. The squares are to be numbered from 1 to 12, with 1 being the most preferable and 12 being the least preferable of the alternatives given.

Inform the students that you are going to read a list of 12 alternatives. As soon as each one is read the students are to write that alternative in the numbered space which best indicates the priority it has in their life. (Space 1 would indicate the most important or desireable- Space 12 the least). (You may use any alternatives you desire)

Students may choose to erase and change at any time during the process.

Following are twelve alternatives to be read to the class until you develop your own list. "Which of these is most or least important to you?"

Getting a decent job after high school
Having an independent income
Being popular
Being President of the Student Council
Getting accepted at the college of your choice
Doing social work for the poor

Being chosen Most Valuable Player on the athletic team
Being in love
Graduating
Owning your own business
Being a good citizen
Exercising responsibility as a family member

The key words in each alternative are underlined.

The students should now be able to identify some clear-cut values they already have formulated. Isolating those by writing and describing them may aid the students to learn more about themselves.

LOVE AND SKILL

SOCIAL STUDIES

CURRICULUM FOCUS:

1. To focus attention on the importance of combining both skills and love of our work.
2. To examine our own specific skills and which of these we truly enjoy performing.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#01 Develop vocabulary of self-characteristics
#05 Recognize relationship: self-characteristics/decision-making
#22 Acquire skills, good work habits in preparing for a career

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

Write the following quotation on the chalkboard:

"When love and skill work together expect a masterpiece!"

Next, ask students to fill in an activity sheet with the following questions listed:

1. What specific skills do you possess? (list at least 3)
2. Which of these skills are a true expression of your own selfhood?
3. In which of these skills does your love have a chance to be expressed?
4. How important is it to really enjoy your work?
5. Do you agree with Gibram that we can expect something very special as a product of our work when love and skill are combined rather than having only one of these two characteristics present?

FUTURE PLANNING

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Developing awareness of current history.
2. Using current history for future planning.
3. Using current history to understand role opportunities.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#07 Develop an understanding of the concept "life style"

ESTIMATED CLASS TIME: Three class periods of 45 minutes each.

ESSENTIAL RESOURCES:
Current events references to contemporary life styles,
attached page-"What I Want For My Future"
attached page-"Rewards"

INSTRUCTIONAL PROCESS:

Activity One: Open a discussion with the class which will encourage them to think seriously about their future roles. Using reference to study of contemporary history and/or current events, encourage contributions by asking questions, also lead the class. (May function with small groups and written questions).

Whom do you admire among contemporary people?
Explain what you like about that person.
Identify specific traits that appeal to you.
Do you have similar traits?
Would you like to be like that person?
Can you plan to become a certain type of person?
Is this what you call planning for the future?

Activity Two: Open a discussion on life-style.

What does the term mean?
What are factors of the life-style?

STUDENTS NOW COMPLETE THE CHECKLIST "WHAT I WANT FOR MY FUTURE"

Ask students to consider the life-style they anticipate for themselves. (Students need not discuss this).

How do you see yourself in the future?
Have you considered your interests, abilities, and skills?
Are they adequate to reach your goal?
What does this mean to your educational plans?
What does this mean to your vocational plans?
How will this affect your family and friends?

Activity Three: Stimulate a discussion that will bring out a definition of reward. Be sure it includes rewards for self. When an acceptable definition is identified, arrange the class in groups of four or five students. Distribute the "REWARDS" form. Remind all students of the responses they used on the "FUTURE" checklist. Allow the groups time to complete forms and for discussion among themselves. To conclude the activity bring the class together to discuss:

What have they done during these three exercises?

What have they learned about Self? Career?

What do they think the future holds for them?

What plans are needed now?

WHAT I WANT FOR MY FUTURE

Explanation: Think about each topic and circle the choice you make for yourself. No answer is correct for anyone but you. You need not share your choices.

Topic	Choice #1	Choice #2	Choice #3
Income	High	Moderate	Low
Security	High	Moderate	Low
Adventure	High	Moderate	Low
Responsibility	Much	Little	None
Leisure time	Much	Moderate am't	None
Community role	Active	Passive	None
Physical activity	Much	Moderate	Little
Variety of activities	Much	Moderate	Little
Opportunity for creative expression	Much	Moderate	Little
Time: Being with people	Much	Moderate	Little
Education	Much	Moderate	Little
Family	Large	Small	None

REWARDS

List below five rewards you feel are important to you personally. Describe at least one means or step you would take to attain each reward. Ask other students in your group to find two other steps to attain each reward. At least one step for each reward should demonstrate interdependency with other people.

Reward 1: ____________________

____

Step A. ____________________

Step B. ____________________

Step C. ____________________

Reward 2: ____________________

____

Step A. ____________________

Step B. ____________________

Step C. ____________________

Reward 3: ____________________

____

Step A. ____________________

Step B. ____________________

Step C. ____________________

Reward 4: ____________________

____

Step A. ____________________

Step B. ____________________

Step C. ____________________

Reward 5: ____________________

____

Step A. ____________________

Step B. ____________________

Step C. ____________________

VALUES AND CAREER POTENTIAL

SOCIAL STUDIES

SENIOR HIGH

CURRICULUM FOCUS:

1. Learning about life styles
2. Decision making
3. Understanding the job values

CAREER EDUCATION FOCUS:
(DELLA Statement)

#06 Understand and use the concept "role"

ESTIMATED CLASS TIME: Three class periods

ESSENTIAL RESOURCES:
A worksheet of job values and list of typical jobs. (attached)
Appropriate films or film strips.
The Dictionary of Occupational Titles, and the Occupational Outlook Handbook.

INSTRUCTIONAL PROCESS:

Introduce the concept of values through a class discussion. The discussions should center on defining values and noting the importance of values. May be of general significance.

Encourage students to think of their own values. Have them consider their own personal needs. Develop a list of these needs, possibly on a chalkboard or chart that the entire group can see. Then, when this list is reasonably complete, categorize all of these needs into the following five categories: Physical, Safety, Love and Belonging, Esteem, Self-Fulfillment.

Adults in our society fulfill many of their needs through careers. Careers can be selected more realistically if the students realize that needs and personal life style affect the role and satisfaction of the individual.

By carefully responding on the job values sheet (attached), the students will begin to identify some of their interests, their attitudes and probable life styles. Discussions about these identifications would be a value to all students.

A concluding activity would be to survey a list of typical jobs. Attempting to identify themselves with some of these activities in the adult world may give them some directions to their long-range planning. The intent is not to select a career or a job as of this time but to consider the possible opportunities in the world of work as related to the interest and the needs of the individual. Reference to the resources such as Dictionary of Occupational Titles and Occupational Outlook Handbook can supply references to specific jobs and careers.

WHAT I WANT FROM A JOB*

Directions: Study the left-hand column and then rate yourself in the center as to how important each job reward is to you. Leave right-hand column blank for now.

JOB REWARDS	VERY IMPORTANT	MODERATELY IMPORTANT	NOT IMPORTANT	TYPICAL JOBS
1. High income($20,000 a year)				
2. Middle income($8,000-$20,000 a year)				
4. Security				
5. Risk or adventure				
6. Interesting and varied responsibilities;chance to exercise initiative and make own decisions				
7. Short hours				
8. Vacations				
9. High standing in the community				
10. Early retirement				
11. Light, easy work				
12. Outdoor work				
13. Pleasant working conditions				
14. Variety of duites every day				
15. Same duties every day				
16. Chance to be creative				
17. Chance to be alone				
18. Chance to be with people				

TYPICAL JOBS*

Job Rewards	Typical jobs
1. High income (over $20,000 a year)	Some professions, large business and farms, high-level sales work, professional athletics, some jobs in entertainment.
2. Middle income ($8,000-$20,000 a year)	Most professions and business, skilled trade, some sales and technical work, some jobs in entertainment.
3. Moderate or lower income (below $8,000 a year)	Clerical, some sales, operatives, service workers, laborers, farmers.
4. Security	Government work, jobs with large companies having employee benefit plans, jobs in unionized industries.
5. Risk or adventure	Some sales, jobs in advertising, entertainment, jobs abroad, starting a business or working for a new company.
6. Interesting and varied responsibilities, chance to exercise initiative and make own decisions	Most professions, most businesses at management level, some outside sales, some craftsmen's jobs.
7. Short hours	Most factory and routine office jobs
8. Vacations	Longest in teaching; also in government work of all kinds.
9. High standing in the community.	Jobs requiring high degree of skill and education.
10. Early retirement	Policemen's and firemen's jobs, armed forces, some dangerous jobs such as mining.
11. Light, easy work	Routine assembly jobs, light sales jobs, many clerical jobs.
12. Outdoor work	Surveying, some construction work, some home maintenance work; forestry, wildlife management; greenhouse, nursery, and landscape work; tree surgery, orchard and farm work.
13. Pleasant working	Jobs in modern factories, offices, supermarkets, air-conditioned stores.

Job Rewards	Typical jobs
14. Variety of duties every day	Repair work of most kinds, saleswork, installation of machinery or appliances; some office jobs--especially in smaller companies; public relations work
15. Same duties every day	Routine typing and filing jobs, assembly jobs, cashier jobs
16. Chance to be creative	Tailoring and dressmaking, cabinetmaking and carpentry, jobs in commercial art, advertising writing, interior decorating, entertainment
17. Chance to be alone	Forestry, truck driving, some laboratory jobs, jobs as night watchman, nurseryman, greenhouse worker, some research or library work
18. Chance to be with people	Saleswork, social service work, receptionist jobs legal, medical, dental work, jobs as waiters or waitresses, public relations work

Supplemental Resources: Understanding Values. Includes six filmstrips, cassettes, and guide. They introduce a chain of logical questions on which the individual must take a stand. Cost: $64.00 (estimate) Encyclopedia Britannica Educational Corporation

A NEW BALL GAME

SOCIAL STUDIES

SENIOR HIGH

CURRICULUM FOCUS:

1. To examine creativity in approaching leisure activities.
2. To examine attitudes toward the nature and purpose of leisure activities.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#66 Develop positive attitudes toward value of leisure time
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: One class period-possibly two

ESSENTIAL RESOURCES:
Imagination

INSTRUCTIONAL PROCESS:

Set up the following situation: You are on a group picnic with five other people of your age. One member of the party has a volleyball in the trunk of his car, and there is a large grass field available for use. Devise a new game and write the rules for that game.

Compare the various games invented and discuss a few of these with the class.

Some of the following questions can be explored:

Was your game meant solely to pass time in a "fun" way, or was there a provision for a definite winner?

Was your game highly competitive?

Was it designed to test or exhibit certain skills?

Was the game designed to end at a particular point (score or time requirements), or could it proceed as long as the group cared to play?

Was enjoyment of the group a factor you considered before devising your rules?

Could everyone participate?

The answers to many of the questions might reflect or indicate a desire or drive to instill a "work type" effort into the game. Our tendency to "work" even at play could be examined here. Likewise, you could examine the inability of many of us to truly relax in "play" situations.

The concept of recreation as re-creation can also be dealt with.

If there is a desire to keep this activity to a single period the development of the game itself can be given as a an overnight assignment. This would save considerable time.

BACK TO BACK

SOCIAL STUDIES

SENIOR HIGH

CURRICULUM FOCUS:

1. To demonstrate the importance of feedback in communication with others.
2. To develop listening skills.
3. To increase confidence in others.
4. To increase communication skills.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#12 Develop the necessary socialization skills

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Multiple copies of block drawings. (See attached sheets)

INSTRUCTIONAL PROCESS:

Divide the class in pairs. Ask that students pair up with someone they do not normally see regularly in a social setting.

Have students turn their chairs back to back.

Give one student in each pair one of the easier drawings (attached). Inform the class that only the person with the drawing is allowed to speak. The other person must remain totally silent. The other person is given a blank sheet of paper and a pencil. The ones with the drawing are told to guide the other person through detailed directions toward reproducing a duplicate drawing on his own paper.

It is imperative that only the person with the drawing before him is allowed to speak!

The instructor should monitor the process. When a pair is finished they are to raise their hands, and the instructor marks the time required on a sheet of paper.

When this round is completed for everyone, the two members of each group reverse roles and new drawings are handed out. The process remains the same.

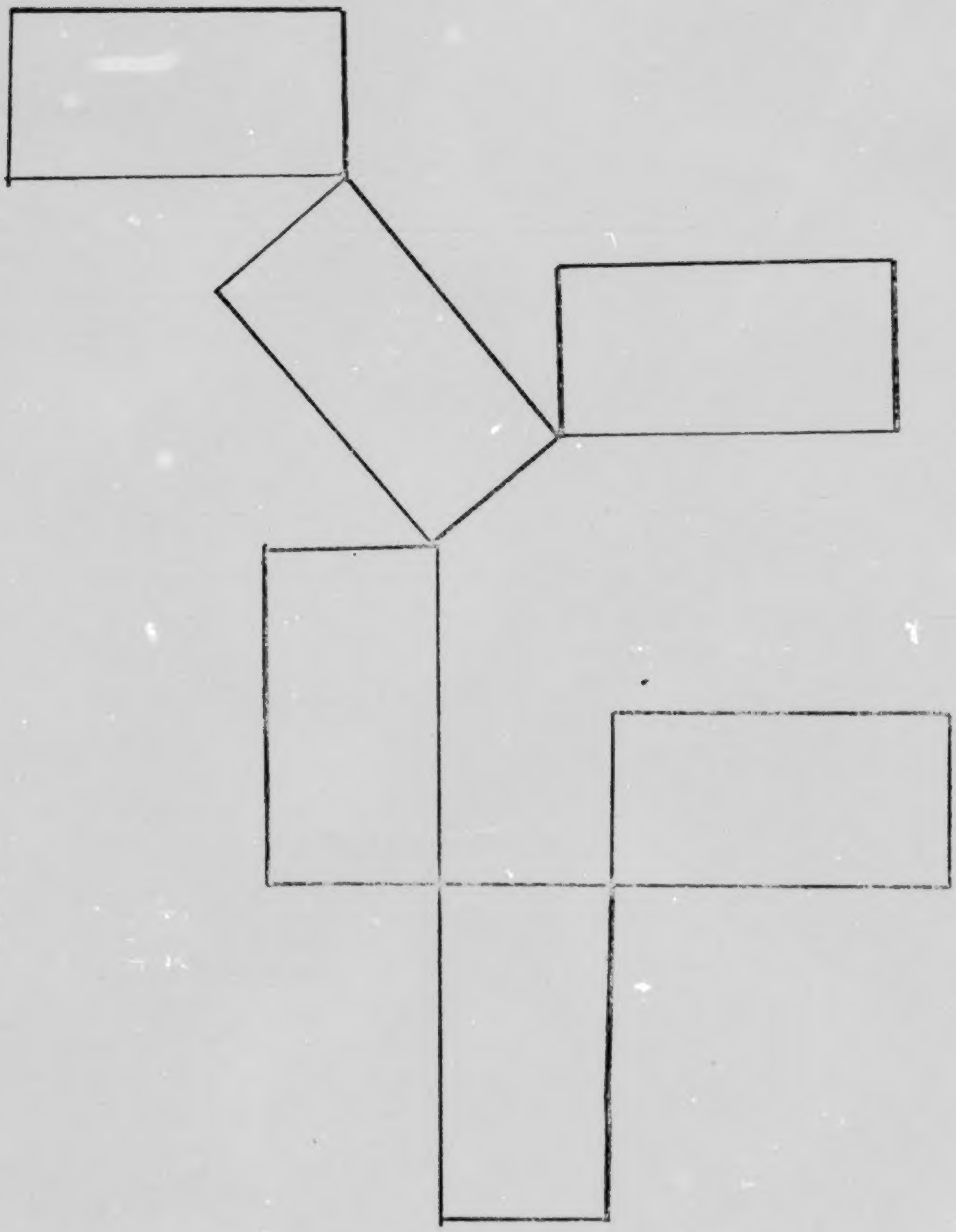
After this round is completed a more difficult type of drawing is passed out to each pair (attached). In this second phase the person attempting to duplicate the drawing is allowed to ask questions of the other person. Both members of the pair should go through the exercise also. The instructor will note the time required for this phase also.

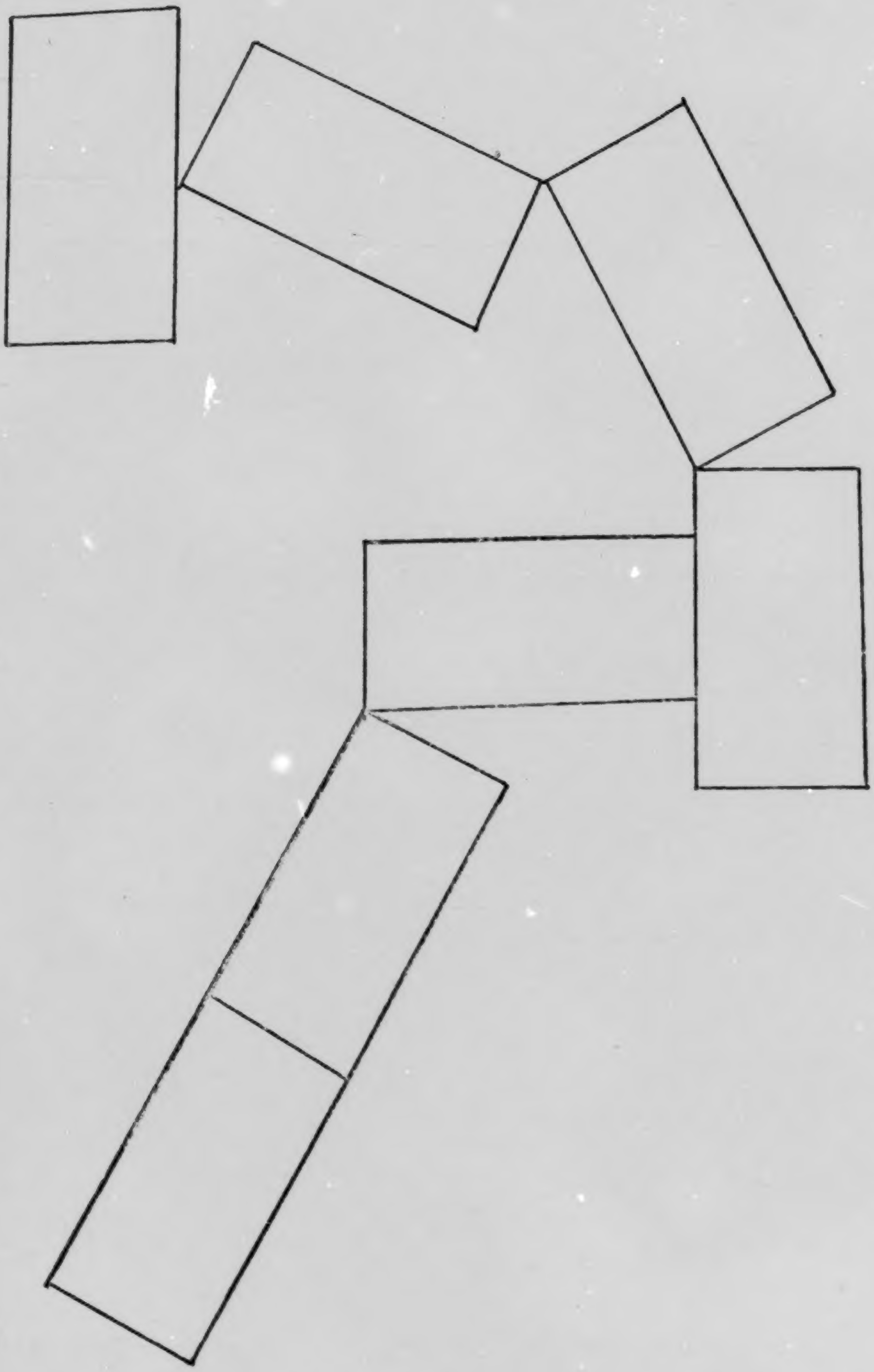
After this second phase is completed for everyone, it should appear that the more difficult drawings were done more accurately and in a quicker time.

As a summary ask the class why this was so. The obvious answer is that feedback helps make communication more effective and efficient.

Note: If you find that in the first phase students tended to communicate against the rules you could guard against this in the future by grouping in three's with the third person responsible for monitoring the process. This person could also time the activity. All three should have a chance to engage in the process, however, in all forms (director, drawer, observer). This will require more time being allowed.

The attached drawings are only examples. Other shapes can be included for more or less difficulty. Turning these drawings sideways or upside-down can give many different combinations, however, so few are really needed.





FIFTEEN MINUTES TO DECIDE

SOCIAL STUDIES/SOCIOLOGY, PSYCHOLOGY

CURRICULUM FOCUS:

1. Students will recognize that value judgements are part of decision making.
2. Students will realize that many decisions are difficult to make and sometimes involve others.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations and careers
#25 Understand how occupations relate to functions of society
#41 Understand decision-making involves responsible action

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

The class will select five students to serve as part of an experimentation. They will sit in a circle in the center of the class with the rest of the students sitting around them.

The class is informed that a nuclear war has taken place, and in Alaska there are ten people waiting to enter a fall-out shelter with space for only six people. The backgrounds of these six people are described to the class. The five students selected by the class are in the Pentagon and they must decide who will be allowed to enter the shelter (the ten people have agreed to accept their decision). Of course, the Pentagon will be blown up in only 15 minutes, so the decision must be made quickly. The rest of the class will observe these students' decision-making processes.

Descriptions of the ten people in Alaska are:

1. A 45 year-old police officer with a gun which he refuses to surrender.

2. A 35 year-old cocktail waitress.

3. A 21 year-old coed.

4. A 40 year-old Veteran.

5. A Black second-year medical student.

6. A pregnant housewife.

7. A woman with a Ph.D. in bio-chemistry.

8. The pregnant housewife's husband who is an accountant.

9. A 60 year-old Rabbi.
10. A 35 year-old farmer.

These descriptions are all that is known about these ten people.

After the five students have made their selections, a discussion with the entire class will be held.

WOMEN IN JOBS

SOCIAL STUDIES

SENIOR HIGH

CURRICULUM FOCUS:

Sociology, Psychology, Current Problems

1. Understand stereotyping causes mental images perpetuated in daily situations
2. Understand stereotyping limits alternatives in the thinking process of humans

CAREER EDUCATION FOCUS:
(DELLA Statement)

#34 Recognize that occupational stereotyping is undesireable

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

This activity would be employed at the start of a unit on the role of women in American society. The students, however, should not be told before the start of the unit the topic to be studied. The teacher will reproduce the following paragraph and give it to each pupil:

A father and his son are driving along a rural highway. The car hits a tree and the father is killed instantly. The son is rushed to a hospital. As the boy lies on the operating table in the hospital emergency room, the surgeon looks at him and says, "I cannot operate on this boy; he is my son." How can this be?

The teacher will ask the class to state possible answers. From time to time clues can be given until a student responds that the surgeon was the boy's mother. Following the disclosure, the teacher probes the students to determine why they had difficulty in obtaining the solution to the question.

INTERVIEWING CLERGYMEN

SOCIAL STUDIES

CURRICULUM FOCUS:

World Cultures: Comparative Religions
1. Understand that the clergymen have a recognizable role and function in a society
2. Understand that clergymen have an ethical and philosophical basis underpinning their many religious functions.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupation and careers

ESTIMATED CLASS TIME: One-two class periods

ESSENTIAL RESOURCES:
Cassette tape recorder

INSTRUCTIONAL PROCESS:

In this student project, a pupil or a small group of pupils will interview a local clergyman. Having studied various religions in class, the pupil(s) will make an appointment with a clergyman and tape his responses to questions developed by the pupil(s). These questions should be approved by the teacher before the interview. Following the interview the pupil(s) will organize a presentation to the class.

STUDY OF RELIGIOUS TENETS

SOCIAL STUDIES/WORLD CULTURES

CURRICULUM FOCUS:

1. Most religions share some basic tenets.
2. Beliefs differ across different religions.
3. Freedom of religion was a purpose for colonization in America.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#10 Develop a sensitivity towards and an acceptance of others

ESTIMATED CLASS TIME: One period

ESSENTIAL RESOURCES:
Books, articles on various religions

INSTRUCTIONAL PROCESS:

Make a list on the chalkboard of all the religions represented by the students in the class (ex. Protestantism, Catholicism, Judaism, Buddhism, Atheis etc.). Ask the students to list the major tenets of their religious beliefs. Discuss the commonalities between all the religions. Synthesize these commonalities in a list on the chalkboard. What are the differences in beliefs between the religions represented? Discuss why it is important to respect and tolerate each others beliefs. How does this concept tie in with the original purposes for colonizing America?

Supplemental Resources: Human Relationships: Why They Succeed Or Fail
Coping With Life: Frustration and Disappointment
Coping With Life: The Role Of Self-Control
Each set includes 160 slides with cassettes or records and guide. The role-playing and role consideration activities help students gain self-awareness, better understanding of life problems and a means of recognizing how others think and feel. Cost: $110.00 (estimate) per set Center for Humanities, Inc.

THREE DIFFERENT CULTURES

SOCIAL STUDIES/WORLD CULTURES

CURRICULUM FOCUS:

1. Cultures differ in many ways.
2. Some cultural differences can be explained in terms of climate, physical land make-up, education of the population and economic factors such as: division of labor and use and distribution of resources.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#10 Develop a sensitivity towards and an acceptance of others.

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:

Films:
"Food, Clothing, Shelter In Three Environments", BFA Educational Films
"Four Families", McGraw-Hill Textfilms

INSTRUCTIONAL PROCESS:

This activity is designed to be accomplished at the end of a unit on studyi a world culture other than our own. With the class develop a list of the differences between this culture and the American culture. A consensus sho be reached by the students before the difference is listed on the chalkboar Ask the class to explain these cultural differences in terms of climate, la make-up, education of the population, division of labor, use of available r sources, inventiveness, distribution of resources and production and efficiency of resource use. The films listed above may be viewed by the studen to help in this exercise.

INDEX OF TITLES

SENIOR HIGH

RELATED ARTS/FINE ARTS

ART

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ARTISTIC APPROACHES 300
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SELF-EMPLOYMENT IN THE FIELD OF ART

ART

CURRICULUM FOCUS:

1. Learning more about art and the artist

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#25 Understand how occupations relate to functions of society
#27 Understand process of developing a "career"
#28 Understand relationship: occupational role/ life style

ESTIMATED CLASS TIME: One class period (per guest)

ESSENTIAL RESOURCES:
The World of Communications: Visual Media, McKnight Publishers, Bloomington, Ill.

INSTRUCTIONAL PROCESS:

Since many students today are interested in careers which are self-employed, or free lance, it would be appropriate to invite as a guest some one who works this way in the field of art. Prepare the students beforehand with a brief description of the type of work this person does, pointing out that since there are many similarities between occupations within the art field, much of what the speaker says would be relevant to other careers. Not only will students be interested in the speaker's career, but they will probably want to know how it relates to his or her own philosophy and life style.

Ask the speaker to bring to class some examples (including some roughs) of his work, and ask him to talk about the process he goes through to achieve the final result. In a question period, try to draw him out on how he came to be in this line of work, the advantages of being self-employed, how his work has changed over the years, what are the trends for the next few years, etc. (See interview sheet in appendix).

ARTISTIC APPROACHES

ART

CURRICULUM FOCUS:

1. Select and paint environmental subject matter in abstract forms
2. Combine paints, surface treatments, and paint techniques
3. Frame and display finished product, View others

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#3 Understand relationship: self-characteristics/performance
#15 Be aware of multiplicity of skills, knowledge in education
#17 Recognize role of education in career and life goals
#29 Recognize materials/processes/tools of occupational clusters
#47 Develop a receptivity for new ideas/exploration of new ideas
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: Three-ten class periods (depending on student involvement)

ESSENTIAL RESOURCES:
Assorted Paint Surfaces: wood, plastic, cloth, metal, glass, clay combination
Assorted Paints: water color, tempera, finger paint, enamel, acrylic, oil, combination
Assorted brushes, scrap paper, collage materials, cleaning solutions, paper towels, rags, newspaper, glue, wood for framing
Reference books, slides, actual examples of different styles of traditional and contemporary paintings

INSTRUCTIONAL PROCESS:

1. Teacher-student discussion of Traditional vs. Contemporary Why such a change in paintings? What techniques and materials have changed? Why? What can you experiment within school? Where can you find help with ideas and approaches? What can you contribute from home, outside of school? How long may you work in school? on your own?

2. Teacher introduction to materials available in school. Demonstration of techniques and combinations.

3. Student independent study with teacher approval.

4. Teacher-student discussion of the painting activity? How do you feel about your painting? About combining materials? Who were you influenced by? What changes do you wish you could make in your painting? What do you like, dislike? Where can you find materials if you wish to continue out of school? Where can you find examples? Where can you go for help? Where can you display/sell your work if you desire to? How do artists price their paintings?

As supplementary resources use:

1. Movie/videotape/field trip to an artist's studio, Art Gallery, shop.
2. Examples of other students' work

CAREERS IN ART

ART

CURRICULUM FOCUS:

1. Understand that strengths in art can lead directly to a career

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#17 Recognize role of education in career and life goals
#13 Acquire vocabulary for educational planning

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Catalogs from various art schools, (e.g. Pratt Institute, Philadelphia Museum School of Art), educational pamphlets on art and related careers.

INSTRUCTIONAL PROCESS:

Presentation of catalogs and other materials during first class period. Discussion of materials and interests during second class period.

Present catalogs to students and discuss the various fields and types of courses being offered. Explain terms such as design, graphic, etc. as they apply to various art departments, and the working world of art. Point out to students that they should try to evaluate their own interests, strengths and weaknesses within the art field when considering possible careers. Sample questions: Do you see your abilities as lying in the areas of color-co-ordination, three-dimensional art work, line drawing, etc.? Since many students view art careers mainly in terms of teaching and "pure art," the main thrust of the presentation and discussion should be to expand their awareness to include careers in the business world, (e.g. technical design, package design, media art, textile design, interior decoration, etc.)

PENNSYLVANIA DUTCH ART

ART

SENIOR HIGH

CURRICULUM FOCUS:

1. Ethnic art grows out of the lifestyle of the people and expresses their values and heritage
2. Understand the concepts "folk art" and "ethnic art"

CAREER EDUCATION FOCUS:
(DELLA Statement)

#28 Understand relationship: occupational role/lifestyle
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: Two weeks

ESSENTIAL RESOURCES:
Examples of Penna. Dutch art, craft books, showing basic brush technique for toleware, etc. Brushes, paints

INSTRUCTIONAL PROCESS:

Introduce students to basic Pennsylvania Dutch motifs (hearts, tulips, distlefinks, hex signs, etc.) and describe their use in decorating utensils, furniture, birth certificates, barns, etc. Briefly describe their origins in the Germanic, agrarian lifestyle of the people. Give a demonstration in basic brush technique. Point out that this art is treasured today because it is part of our heritage and that it is used in decorating a wide range of home furnishings. Have students design their own Pennsylvania Dutch motifs and practice basic brush techniques. They may want to bring in wooden or metal items from home to decorate, or paint tin cans to decorate for holding pens and pencils.

CAFETERIA CRAFT FAIR

ART

CURRICULUM FOCUS:

1. Acquainting students with a variety of crafts which require numerous skills.
2. Planning, coordinating, working with others.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#15 Be aware of multiplicity of skills, knowledge in education
#29 Recognize materials/processes/tools of occupational clusters
#35 Be aware of the value of acquiring marketable skills
#49 Develop effective decision-making strategies and skills

ESTIMATED CLASS TIME: Variable

ESSENTIAL RESOURCES:
Tables, poster board, art supplies, sign up sheets

INSTRUCTIONAL PROCESS:

A cafeteria craft fair can be the culmination of many projects in art, home economics and industrial arts. Planning among teachers to coordinate this activity and to set a date, is necessary.

Announce to students that a craft fair will be held in the school cafeteria. They may wish to bring crafts they made at home, as well as at school, to sell or just to display. Students who wish to participate should sign up, indicating what they will bring and the quantity.

Ask students to volunteer to make posters announcing the fair, and for tables, to set up tables and to clean up.

The craft fair can be scheduled for an evening so parents can come, or during an afternoon school period. Students should sit at tables where their crafts are displayed so they can answer questions and sell their own wares.

After the craft fair, discuss with students how they felt about the craft fair, whether they felt it was worthwhile enough to make an annual event.

EMBOSSED STATIONERY

ART

SENIOR HIGH

CURRICULUM FOCUS:

1. A sense of design and graphic
2. Manual dexterity and craft skills

CAREER EDUCATION FOCUS:
(DELLA Statement)

#29 Recognize materials/processes/tools of occupational clusters
#35 Be aware of the value of acquiring marketable skills
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: Five class periods (including field trip)

ESSENTIAL RESOURCES:

The Discovery Book of Crafts, Jann Johnson, Reader's Digest Press. Materials include paper for stationary, cardboard, masking tape, X-acto knife, rubber cement. Catalogs of type faces.

INSTRUCTIONAL PROCESS:

Introduce students to the art of embossing. Go over the steps involved and what to look for when choosing an initial to emboss. Hand out catalogs of type faces or Xeroxed copies of type pages and allow students to pick their individual letter to emboss. Ask the students to bring in pieces of shirt cardboard.

During the second class students will begin constructing their own embossing press. For some students who are able to complete the project more quickly than others, suggest that they try making greeting cards by embossing a design that makes a card front. Designs can be stylized representations or completely abstract and non-representational.

Arrange a field trip to a printing plant where embossing is done, or arrange a visit by a graphic artist who uses embossing in techniques in his art. Discuss how embossing can be an inexpensive hobby.

Discuss with students some of the factors involved in good embossing. Consider the materials used as well as the technical and artistic skills that are needed. Display the students' stationary in the school showroom.

TYPEFACE COLLAGES

ART

SENIOR HIGH

CURRICULUM FOCUS:

1. Developing a sense for layout and design.
2. Awareness of design in typefaces.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work
#29 Recognize materials/processes/tools of occupational clusters
#53 Understand the relationship: technology/world of work

ESTIMATED CLASS TIME: Two class periods and field trip

ESSENTIAL RESOURCES:

Wood and metal type pieces-these can be obtained at a local printer's or newspaper office. Stamp pads and ink, construction paper. Catalog of transfer lettering or other booklet giving examples of different styles of typefaces and sizes. Pictures of type collages.

INSTRUCTIONAL PROCESS:

Discuss the origin of typefaces and show examples of current popular styles of type. Discuss the design of a new typeface, the parts of the design (e.g. oval, stem, serifs). Show examples of type collages.

Give students construction paper and stamp pads and let them make their own collages. Students may wish to rule off different sized rectangles on the paper to aid them in arranging the collage. Use art gum erasers to remove lines after the collage is finished.

Arrange a field trip to a local printer's or newspaper office. (See Interview Sheet, Appendix). Have students observe some of the processes used in printing.

Afterwards, discuss field trip and ask students to list other occupations which are related to selecting typefaces (e.g. package designer, directional sign designer, book jacket designer, advertising layout artist, advertising copywriter, etc.).

ENLARGING/REDUCING A DESIGN

ART

SENIOR HIGH

CURRICULUM FOCUS:

1. Use of basic design tools
2. Drawing skills

CAREER EDUCATION FOCUS:
(DELLA Statement)

#22 Develop skills, good work habits in preparing for a career
#29 Recognize materials/processes/tools of occupational clusters
#36 Aware of own multi-potentiality as to marketable skills
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Designs, motifs to be enlargedor reduced,(Family Circle, Woman's Day, and craft magazines usually print designs in reduced form with a grid scale given). Paper, pencil, markers, rulers, triangle, French curves.

INSTRUCTIONAL PROCESS:

Present to the class the idea of enlarging or reducing graphic art. Show how to calculate final size from initial size and draw to scale. Show how French curves, etc. are used.

Let students go through craft magazines to find a design or bring a design to class to enlarge or reduce. Students who are particularly interested may be able to do more than one design.

Discuss with students some of the uses of scale drawing and related careers (model building, architecture, craftsperson, graphic artist). Where would you go to receive training in these careers?

ORGANIC DESIGN

ART

CURRICULUM FOCUS:

1. Art as a means of experiencing and interpreting nature.
2. Nature as a major source of inspiration for today's craft artists.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#27 Understand process in developing a career
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: Approximately one week

ESSENTIAL RESOURCES:

Overhead projector, biology texts, geology texts, etc. Pictures of modern weavings, pottery, craft design. Cardboard, white glue, stapler, string, yarn, fabric, stuffing material.

INSTRUCTIONAL PROCESS:

Using the overhead projector, show students a variety of interesting organic shapes (e.g. leaf veins, single cell animals, plant structures, etc.), as well as pictures of modern craft arts (weaving, pottery, etc.). Discuss with students how organic design might be used by a craft artist in helping to select colors, textures and shapes in order to achieve decorative art. Discuss the stages a modern artist might go through in developing an idea from nature, from preliminary sketches to a small study using actual materials intended for the final product.

Have students make a preliminary design sketch. Distribute sheets of corrugated cardboard and allow them to carry out their designs by giving and stapling bits of yarn and string, stuffing fabric, adding actual bits of bark, small stones, etc. Have each student give a presentation describing his/her organic design source, and how he/she chose to interpret it.

PACKAGE DESIGN

ART

CURRICULUM FOCUS:

1. Use of basic design tools.
2. Develop an awareness of the role design plays in our lives as consumers.
3. Recognition that training in design can lead directly to a career.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#22 Acquire skills, good work habits in preparing for a career
#29 Recognize materials/processes/tools of occupational clusters
#35 Be aware of the value of acquiring marketable skills

ESTIMATED CLASS TIME: Approximately 5 class periods

ESSENTIAL RESOURCES:

Samples of small cartons (toothpaste cartons, soap boxes, etc.). T-square, straightedge, ruler, compass, protractor, tracing paper, felt tip pens and markers, catalogs (e.g. Lethaset).

INSTRUCTIONAL PROCESS:

Have students bring to class samples of small package designs. Discuss with students the ways in which a package designer would handle a particular assignment. Compare a number of packages of one item (e.g. toilet soap) and discuss how a package designer would gear his design to a particular segment of the market, through use of color, typeface, etc. Discuss dominance, white space and essential information. Have each student pick a product and design a package, based on the criteria discussed. Have each student give a presentation in class, as a package designer would make a presentation at an art conference, explaining why he/she used certain elements of design and what segment of the market would be appealed to by this design approach.

PACKAGE DESIGN FOR BOTTLES

ART

CURRICULUM FOCUS:

1. Develop basic design skills, use of design tools.
2. Recognize that we live in a world largely influenced by the creative designer.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations and careers
#26 Determine characteristics/ qualifications of occupations
#29 Recognize materials/processes/tools of occupational clusters
#35 Be aware of the value of acquiring marketable skills
#61 Acquire basic consumer skills

ESTIMATED CLASS TIME: Approximately One Week

ESSENTIAL RESOURCES:

Bottles for basic items such as shampoo, hand lotion, instant coffee. T-square, straightedge, ruler, compass, protractor, tracing paper, felt tip pens and markers, catalogs (e.g. Lethaset).

INSTRUCTIONAL PROCESS:

Have students bring to class bottles of highly competitive, familiar household products. Compare bottles of approximately the same capacity for one particular product (e.g. shampoo). Discuss with the students the role of the package designer, what his artistic concepts probably were and how they were developed in the various design elements. Discuss deceptive packaging, style in packaging (e.g. apothecary-style bottles, bottles resembling chemistry glassware, futuristic shapes), and how label designs and typefaces were co-ordinated to relate to the bottle shape and overall concept.

Have each student "role-play" package designer, by designing a bottle and label and giving a presentation to the class, as a designer would at a company art conference. Encourage students to talk about what they feel are successful designs.

REPEATING WALLPAPER DESIGNS

ART

SENIOR HIGH

CURRICULUM FOCUS:

1. Use of basic design tools
2. Recognition of ways design is employed producing items for the home
3. Develop an appreciation for design as used in producing superior products for home use

CAREER EDUCATION FOCUS:
(DELLA Statement)

#26 Determine characteristics/ qualifications of occupations
#22 Acquire skills, good work habits in preparing for a career

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:
Wallpaper catalogs, tracing paper, felt tip pens and markers, French curve, straight edge, T-square, compass, protractor, ruler

INSTRUCTIONAL PROCESS:

Hang up examples of various types of wallpaper design. Discuss typical assignments a designer might be given to interpret (e.g. a modern geometric design for a dining area, a stencil-type design for a colonial livingroom). Encourage students, through discussion, to become aware of the ways designers coordinate color choice with design to carry out their assignments. Point out specifics, e.g. where design is repeated, size of repeats. Have each student design a repeating wallpaper pattern. Have each student name his or her pattern and give a presentation to the class, as a designer would do at a company art conference, discussing types of rooms for which the pattern was designed, choice of colors, alternate colors, etc.

HOUSE PLANS

ART

SENIOR HIGH

CURRICULUM FOCUS:

1. Use of basic design tools
2. Learning to read a blueprint
3. Practice in blueprint design

CAREER EDUCATION FOCUS:
(DELLA Statement)

#25 Understand how occupations relate to functions of society
#29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: Two-three weeks

ESSENTIAL RESOURCES:
Overhead projector, screen magazines containing pictures and plans of houses. Tracing paper, T-square, straight edge, ruler, compass, protractor, felt pens

INSTRUCTIONAL PROCESS:

In approximately two class periods, using the overhead projector, show students various house plans. Discuss the role of the architect in interpreting family preferences based on family size and interests and the special problems he must deal with (e.g. cost, traffic areas, lighting, overall aesthetic appeal of materials and design.) Point out the ways architects traditionally indicate things such as door openings, windows, stairways, etc. Take a particular element (e.g. same number of bedrooms. layout of kitchen area) and show three or more examples of ways different architects have handled it. Have each student "role-play" architect and design a house plan, and give a presentation to class for discussion.

DRAWING ANTIQUE FURNITURE

ART

SENIOR HIGH

CURRICULUM FOCUS:

1. Using basic design tools
2. Learning elements of technical drawing

CAREER EDUCATION FOCUS:
(DELLA Statement)

#22 Acquire skills, good work habits in preparing for a career
#36 Aware of own multi-potentiality as to marketable skills
#38 Develop entry level skills in area of occupational interest

ESTIMATED CLASS TIME: Three to five class periods or more

ESSENTIAL RESOURCES:

Books, magazine pictures showing line drawings of antique furniture, with brief descriptions. Tracing paper or plain paper, pencils, fine line markers or pens, straight edge, triangle, French curves. You may want to use an opaque projector to show drawings.

INSTRUCTIONAL PROCESS:

Present subject to class, preferably using an opaque projector so details, angles of perspective, etc. can be pointed out to the whole class. Have students look over books and clippings to familiarize themselves with period styles and the way they are depicted. Have students each select an item to draw to scale (twice as big, four times as big, etc.), then label and write a brief description of the piece. Show how design tools are used to give proper demensions and proportions to linedrawing. Students who are particularly interested may wish to do more than one item.

Afterwards put drawings on bulletin board or in a school display case. Discuss with students what careers are related to either a knowledge of furniture of different periods or an ability to do this type of drawing, or both (e.g. theatrical set designer, antique dealer, interior decorator, cabinet maker, technical illustrator)

SET OF DINNERWARE

ART

CURRICULUM FOCUS:

1. Use of basic design tools.
2. Recognition of ways design is employed in producing items for the home.
3. Develop an appreciation for design as used in producing superior products for home use.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#22 Acquire skills, good work habits in preparing for a career
#35 Be aware of the value of acquiring marketable skills

ESTIMATED CLASS TIME: Approximately two weeks

ESSENTIAL RESOURCES:

Catalogs and ads from companies such as Dansk, Noritaki, Nordica, etc. which stress good design. Tracing paper, felt tipped pens, markers, compass, protractor, French curve, straight edge, T-square

INSTRUCTIONAL PROCESS:

Show pictures of examples of contemporary dinnerware and discuss with students the role of the designer in producing these. Talk about functional shapes, materials, textures, glazes and patterns. Have each student design a place setting (a completer set if there is time), showing side and top view of plate, enlargement of detail (e.g. cup handle) with specifications for material (e.g. ironstone, stoneware, etc.) and suggestions as to glaze and texture. Students may name their design and give a presentation to the class.

ART DECO-CONSUMER ART

ART

SENIOR HIGH

CURRICULUM FOCUS:

1. Graphic art
2. Use of basic design tools and concepts

CAREER EDUCATION FOCUS:
(DELLA Statement)

#29 Recognize materials/processes/tools of occupation clusters
#23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME: One week

ESSENTIAL RESOURCES:

Examples of Art Deco from the thirties, examples of Art Deco as it is used today in packaging, fabric, store display, etc., ruler, straight edge, compass, protractor, felt pens, markers

INSTRUCTIONAL PROCESS:

Introduce students to Art Deco design, concentrating on its basic motifs (lighting, rainbow, sunburst, etc.) Point out that Art Deco is usually considered the first all-encompassing, mass-produced "consumer art", that it influenced design in architecture, pottery, textile design, furniture, etc.

Show how, beginning in the 60's and continuing today, there has been a revival of Art Deco, how it was used in creating a dynamic feeling in store displays, boutiques (e.g. Rive Gauch, Yves St. Laurent's). Also, boutiques display Art Deco style in their windows and other elements of architecture , as well as in package design for new products.

Using the basic elements of Art Deco, have students create their own motifs and give examples of ways these motifs could be used.

Discuss careers where a knowledge of this type of art is useful and even essential (e.g. advertising, store display work, business-interior decorating, package designing, textile designing, etc.)

SILKSCREENING DECORATIVE T-SHIRTS

ART

CURRICULUM FOCUS:

1. View, respond to, and investigate art made by others
2. Create abstract symbols suitable for film silkscreening
3. Stretch, apply film and print on paper, cloth
4. Display work and view others

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#10 Develop a sensitivity toward and an acceptance of others
#21 Recognize relationship: school environment/larger society
#23 Acquire vocabulary for describing the world of work
#32 Realize one's success in work is affected by one's attitude
#58 Recognize worker productivity is influenced by rewards
#67 Develop skills in leisure time activity

ESTIMATED CLASS TIME: Two--four time periods depending on the complexity of each symbol

ESSENTIAL RESOURCES:
Scrap paper, planning and printing paper, film-silkscreening supplies, assorted inks, T-shirts or fabric for stitchery-sewing class

INSTRUCTIONAL PROCESS:

1. Teacher-student discussion: Why is printmaking so important to us in our society today? How can we use the process? What types of printmaking are you familiar with? What are their good points and bad points? Why is using silkscreen methods of printing so effective? What is the process? The limitations? How can you use it in school? At home? In the future? How do others use it?

2. Student participation in the project. Teacher help when needed.

3. Teacher-student evaluation and discussion: How do you like the process? Where can you find supplies and help if you want to continue? Where can you see examples? Where can you sell your shirts if you want to turn this into an occupation? How can you apply silkscreening to other professions?

As supplementary resources use:
Reference books, movie, film loop, videotape of the process,
Fine art examples: Museum examples

A MINI-FACTORY TO PRODUCE CERAMIC ORNAMENTS AND/OR COOKIES

ART

CURRICULUM FOCUS

1. Design and construct functional abstract shapes
2. Investigate and use commerical art concepts
3. Creative use of art elements of design
4. Incorporate business education, industrial art, and home economics with art projects

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#17 Recognize role of education in career and life goals
#23 Acquire vocabulary for describing the world of work
#44 Understand decision-making involves responsible action
#58 Recognize worker productivity is influenced by rewards
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: One-three weeks depending on the student interest and participation

ESSENTIAL RESOURCES:

1. Tin strips, masking tape for cookie cutters
2. Choice of approaches:
    a. Ceramic Ornaments: clay, slab construction tools, glazes, oven, brushes, other clay equipment.
    b. Cookie Production: cookie recipe for rolled cookies to be decorated, oven use, kitchen equipment food decorations and brushes
3. Commercial Art Investigation and Use:
    1. Scrap paper for planning and sketching ideas; designing
    2. Clay or cookie dough supplies
    3. Baggies, paper bags, boxes, styrofoam trays: wrapping materials designed by the students for their product.
    4. Collage materials, assorted paper, markers, paints, glue assorted art materials for commercial art work: lettering, logo, and display units, advertising units
    5. Funding for advertizing: posters, radio, T.V., billboard, newspaper, magazines, fliers, buttons.
    6. Economic data sheets: cost--labor and materials
       analysis of profits
4. Teacher-student interviews with different professionals to find out the answers to many business questions: Video-tape or field trip to visit: a commercial artist, store owner, small business man, etc. What is involved when you want to sell a product? What laws do we have to follow? Where do you go for help? How did you get started? What parts are going good for you? What parts are going bad? What changes have you made? Do you like what you are doing? Why? Why not?

Questions formulated by the students ahead of time for interviews

5. Examples of products made by others (your competition)
6. Display of techniques and materials available to the students through the school art department. What can you contribute?

INSTRUCTIONAL PROCESS:

1. Teacher-student discussion of the class's desire to be involved: to what extent? Questioning period: What do you do with a product when you like to make it often and you accumulate too many. What problems must you consider when you market something? Who? What? When? How? Why? How much? Where can you go for help? How can you use information?

2. Student-teacher planning of this lesson: Which direction do you want to take? Clay? Food? To what extent? In what direction of merchandising? What groups of people do you want to involve?

3. Student participation in setting up outlines for mini-companies and plans for production and marketing. Teacher evaluation of individual steps and ideas.

4. Student production and marketing of their product

5. Teacher-student evaluation of the mini-company in progress and at the close of the company's actions. Progress and financial reports: Feelings about being in business: What did you like and dislike about this project? What would you change? Are you going to use this information in the future: directly and/or indirectly?

As supplementary resources use:
Resource books, guest speakers, examples of Junior Achievement activities.

COIL CONSTRUCTED BASKETS

ART

CURRICULUM FOCUS:

1. Combine two construction techniques (coil-wrap) to translate a traditional craft into a contemporary product
2. Search for and contribute art supplies from your environment
3. Combine a variety of materials to achieve different textures and patterns with harmony through limited colors
4. View others and exhibit your work in progress and when finished

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#10 Develop a sensitivity toward and an acceptance of others
#14 Understand interrelationships between education and work
#15 Be aware of multiplicity of skills, knowledge in education
#23 Acquire vocabulary for describing the world of work
#32 Realize one's success in work is affected by one's attitudes
#44 Understand decision-making involves responsible action
#48 Understand the need to take responsibility for own decisions
#58 Recognize worker productivity is influenced by rewards
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: 3-8 time periods depending upon depth of involvement.

ESSENTIAL RESOURCES:

1. Library research books/slides/movie/examples of coil-wrapped baskets: American Indian vs. Contemporary.

2. Assorted basket making materials: heavy to light weight ropes, strings, yarns, fabrics, glue (Elmer's), scissors, assorted sizes of needles and bobby pins, beads, buttons, other materials found by the students and teacher.

INSTRUCTIONAL PROCESS:

1. Teacher-student discussion: review of the significance of wrapping and coiling skills. Who uses them? Why? How? What materials? What changes have been made?

2. Slide show/book/examples: examination and investigation of coil wrapped baskets: American Indian vs. Contemporary examples. Class discussion of techniques: line, form, texture, color, materials, functions.

3. Teacher demonstration of a contemporary use of materials with student discussion of their own variations and ideas.

4. Students working independently with teacher help when needed. Individual evaluation and viewing others when needed.

5. Teacher-student discussion at the end of the unit. How did you like this technique? What materials were most suitable? Least suitable? What changes did you like? Have you noticed other examples in your environment where this method of construction is used? Where can you buy professional supplies? Where can you find other examples? What would you change if you could do this project over? How can you use these skills in the future?

6. If possible take the class on a field trip to an artist's studio where baskets are made.

CASTING-PROFESSIONAL AND NON-PROFESSIONAL METHODS

ART

SENIOR HIGH

CURRICULUM FOCUS:

1. Select and experiment with 2 or 3 casting methods.
2. Use additive and subtractive sculpture techniques.
3. Search for and contribute materials from your community.
4. Research casting of others (art history) and present a mini-report to the class.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#03 Understand relationship: self-characteristics/performance
#15 Be aware of multiplicity of skills, knowledge in education
#21 Recognize relationship: school environment/larger society
#29 Recognize materials/processes/tools of occupational clusters
#47 Develop a receptivity for new ideas/exploration of new ideas
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: Depending on involvement of the students 3-4 lessons, periods.

ESSENTIAL RESOURCES:

1. Professional Sand Casting: sand, casting equipment, silver, pewter, torch, proper safety equipment, buffing wheel and polishing compounds, student provided additive sculpture supplies, sculpture tools.

2. Regular Sand Casting: natural sand, additive sculpture supplies, slip clay, plaster of paris, wax, candle wicks, sculpture tools, polishing cloths.

3. Box Casting: wood, saws, nails, Elmer's glue, concrete mixture, additive sculpture supplies, carving tools, sandpaper.

Reference books, slides, movie on casting, paper for reports.

INSTRUCTIONAL PROCESS:

1. Teacher-student discussion. How is casting used in our school? In our environment? What variables effect the process and product? What skills and knowledge must one possess? What materials can you contribute from home/environment? Where can you gain knowledge of casting? See examples made by others.

2. Teacher introduction to processes available to the students in the school environment: sand and wooden mold casting.

Methods available: additive and subtractive sculpture techniques.
Student contributions from home/environment.
Art history research and short report to the class.

3. Students work independently with the teacher's help when needed.

4. Mini-reports presented to the total class before actual projects begin. (Step 1)

5. Students independently viewing others/displaying and evaluating their work.

6. Class discussion of the casting processes. How do you feel about casting? Is it useful to you now, in the future? Where can you find additional information and materials? What will you change if you cast again? What skills and knowledge must you expand?

As supplementary resources use:

1. Field trips/videotapes/movies about a silversmithing shop, metal foundry, construction company. Places where casting is used professionally.

2. Slide set, pictures of different types of castings under these three categories.

3. Actual examples of castings made by professionals and students.

EFFECTS OF STRESS IN THE WORKING WORLD

HEALTH

CURRICULUM FOCUS:

1. Understanding stress in psychological and physical terms.
2. Importance of maintaining all aspects of good health throughout our lives.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#04 Understand that personal characteristics can be changed
#32 Realize one's success in work is affected by one's attitude
#45 Develop criteria for judging how careers meet life goals
#28 Understand the relationship: occupational role/life style

ESTIMATED CLASS TIME: One week

ESSENTIAL RESOURCES:
Insurance brochures, articles on the effects of stress, as relaxation, as well as articles on ways to overcome stress through proper diet and exercise, Transcendental Meditation, yoga, etc.

INSTRUCTIONAL PROCESS:

Introduce students to the idea of stress as a disease. Show ways it can effect one physically, how it affects one's judgement, relationships with others, etc. Talk about the "vicious cycle" of effects of stress. Discuss how caffeine and nicotine can produce stress effects.

Ask students to discuss what they feel are stress-producing situations in their own lives. Talk about how change itself, crowding, tight schedules and increased competition can lead to stress. Discuss some of the occupations that are noted for being extremely stressful and how individuals in these occupations must recognize and cope with stress. (You might mention that some companies have exercise programs for employees, gyms for executives, weekend seminars in relaxation techniques-not only for the sake of employees, but because good health is good business).

In the search for ways to overcome stress, various techniques such as yoga and Transcendental Meditation are being studied and used. Outline these briefly to students and point out the necessity of finding ways of developing personal habits which allow the individual to relax.

A LIFETIME SPORTS SKILL

HEALTH

CURRICULUM FOCUS:

1. Development of physical skills

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#62 Develop vocabulary to differentiate leisure time activities
#65 Understand leisure time can provide some rewards of work
#66 Develop positive attitudes toward value of leisure time
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: At least eight hours

ESSENTIAL RESOURCES:
A local bowling alley

INSTRUCTIONAL PROCESS:

To introduce the technique of bowling, the cooperation of the math and English teacher could be sought. The former to explain the scoring process, the latter to use the terms as a week's spelling lesson as well as developing reading skills with bowling rules and history. Of course, an English teacher could incorporate the above spelling-reading correlation with any in-school sport.

The school would provide busing to the local bowling alley if bowling facilities are not available at the school.

What careers are related to the above activity?

Note: After the skill is learned, a discussion within the English class could be held in which Della Statement #64 is emphasized.

BALANCED DIET

HEALTH

SENIOR HIGH

CURRICULUM FOCUS:

1. How and why the four food groups were identified and grouped by nutritionists, government specialists, doctors, dieticians, and home economists.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#33 Develop personal habits which are socially valued

ESTIMATED CLASS TIME: Two periods

ESSENTIAL RESOURCES:
Materials from the:
Dairy Council/Food and Nutrition Information and Educational Materials Center
National Agricultural Library
Room 304
Beltsville, MD 20705

Films: Balance Your Diet for Health and Appearance (Coronet Instructional Film
Better Breakfast, USA, 1964--Cereal Institute

INSTRUCTIONAL PROCESS:

Activity one. Utilize one period reviewing with the students information about nutrition. The resources suggested plus that available in your school will reinforce their learning. Conclude the period with a discussion about balanced diets.

Activity two. Ask the students to write down a typical menu, including snacks, for one day. Analyze samples of the menus to get a typical menu that would apply to most of the students.

Are students eating balanced diets? Explain.

Have the students develop a balanced diet which will provide needed nutrition, be acceptable to the students, be acceptable to parents, and provide variety.

BREAKFAST NUTRITION

HOME ECONOMICS

CURRICULUM FOCUS:

1. Learn to plan a good breakfast
2. Be aware of careers in breakfast food preparation

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations and careers
#61 Acquire basic consumer skills

ESSENTIAL RESOURCES

You may want to use the following: If We Had Ham, We Could Have Ham & Eggs- The Food Research and Action Center, 401 W. 117th Street, New York, NY 10027- Career Briefs--Career Education Service, CSIU #16, Lewisburg, PA - Educationa Material on Cereal and Breakfast from Educational Director, Cereal Institute Inc., 135 S. La Salle Street, Chicago, Illinois 60603

INSTRUCTIONAL PROCESS:

Plan a breakfast menu, based upon principles of good nutrition. Ask the students (or plan a field trip) to visit a store and observe the types of cereals sold as well as their differences in price. Compare their ingredients and nutritional value. What are the best buys? Why? Perhaps the class can prepare and serve a complete breakfast. Discuss the different jobs available in breakfast food preparation (ex. short-order cook, dietary clerk, dietitian, chef, etc.)

MENU PLANNING (COLORFUL MEALS)

HOME ECONOMICS

SENIOR HIGH

CURRICULUM FOCUS:

1. Menu planning
2. Coordinating foods themselves to make meals more attractive

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations and careers
#61 Acquire basic consumer skills

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Pictures of attractively served foods

INSTRUCTIONAL PROCESS:

Spend a class period discussing menu planning that takes "eye-appeal" into consideration, based on just the foods themselves. Talk about varying colors, textures of vegetables, how to use garnishes to give meals a lift (discuss growing such things as parsley, cress, chives in the kitchen windows for fresh garnishes). Show how salads add color, texture--"a lift" to basic meals. Show pictures of various breads and how they can add interest to a meal. You could also show pictures of sauces for vegetables, toppings for dessert, etc.

Discuss careers which deal directly with giving food "eye-appeal" (e.g. the food stylists who prepare food for photography, chefs, cooks, restaurant managers).

MENU PLANNING (Settings)

HOME ECONOMICS

SENIOR HIGH

CURRICULUM FOCUS:

1. Menu planning
2. Creating a tasteful setting for serving meals

CAREER EDUCATION FOCUS:
(DELLA Statement)

#61 Acquire basic consumer skills
#26 Determine characteristics/qualifications of occupations

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Pictures of attractive table settings, use of serving utensils which enhance the eye-appeal of foods.

INSTRUCTIONAL PROCESS:

Spend a class period discussing table settings and the use of serving pieces that enhance the eye-appeal of food. Have students look through magazines for pictures of casserole dishes, etc. which make the food look more appetizing. Discuss how colors such as red and brown reinforce the idea of warm, cooked foods. Discuss traditional materials such as crockery, stoneware for serving traditional foods. Ask students to pick out which serving pieces are most versatile for use with a variety of foods.

You may also want to discuss such items as centerpieces, nappery, flatware, etc, formal and informal settings.

Discuss careers which deal directly with enhancing the eye-appeal of meals (e.g. food stylists for photography, restaurant managers, home economists)

Supplemental Resources: The Consumer's World. A system of interesting, colorful materials that provide a well-structured course of study by means of audio-tapes, workbook presentations, and dramatic vignettes. Cost: not applicable. Innovative Sciences, Inc.

CO-ORDINATING COOKING TIMES

HOME ECONOMICS

SENIOR HIGH

CURRICULUM FOCUS:

1. Meal preparation
2. Menu planning

CAREER EDUCATION FOCUS:
(DELLA Statement)

#22 Acquire skills, good work habits in preparing for a career
#29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: Part of class period over 4 weeks

ESSENTIAL RESOURCES:
Sample menus-may be made up by students or given out by teacher

INSTRUCTIONAL PROCESS:

Discuss with students how you go about preparing a meal so that everything is ready at the same time. Take a sample menu and show estimates of preparation time and cooking time. Show order in which foods are prepared.

Have students practice estimating times and order of preparation on sample menus. Have them prepare their own menus and give times for recipes. Discuss which foods could be prepared in advance.

Discuss careers which require good timing in meal preparation, e.g. dieticians, chefs and cooks, etc.

CAKE DECORATING

HOME ECONOMICS

SENIOR HIGH

CURRICULUM FOCUS:

1. Food preparation

CAREER EDUCATION FOCUS:
(DELLA Statement)

#03 Understand relationship: self-characteristics/performance
#29 Recognize materials/processes/tools of occupational clusters
#36 Aware of own multi-potentiality as to marketable skills
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: Two class periods or more

ESSENTIAL RESOURCES:

Cake decorator sets, icing, (or plaster of paris), food coloring, pictures of decorated cakes, and of hors d'oeuvres, The Good Housekeeping Book of Cake Decorating by Dorothy Marsh, M. Barrows and Co., New York ($4.95)

INSTRUCTIONAL PROCESS:

Present students with pictures of decorated cakes and procedures. Show them the different decorating tips and demonstrate how to use them and the effects that it is possible to produce. Beforehand you may want to frost a shortening or similar size can with plaster of paris, cutting a slit in the plastic top to make a "Birthday Bank" for a child. Plaster of Paris can be used in place of icing for making decorations.

Let students use cake decorators and practice making decorations. You may assign students different types of decorating found in cake decorating books, or let them design their own.

What abilities are important in doing a good job of decorating cakes? (e.g. Patience, ability to organize, design, and do in steps, steady hand, even pressure, care in mixing ingredients, getting good color tones, practice). What are some other uses of cake decorator tools and skills? (Show pictures of hor d'oeuvres, gelatin salads, etc.). What careers benefit from a knowledge of cake decorating skills? (e.g. Baker, caterer, chef, food stylist). Discuss cake decorating as a hobby or a way of making extra money (catering).

SCHOOL LUNCH PROGRAM

HOME ECONOMICS

CURRICULUM FOCUS:

1. Nutrition
2. Menu planning
3. Food preparation

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#25 Understand how occupations relate to functions of society
#26 Determine characteristics/ qualifications of occupations
#29 Recognize materials/processes/ tools of occupational clusters

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

Invite the manageress of the school cafeteria to talk to the class about how the lunch program is handled. Give her a copy of the Interview Sheet (Appendix). Have class inspect cafeteria kitchen to see the layout and the type of appliances and utensils used in large-scale meal preparation.

Point out to students other careers which are similar (e.g. hospital dietician, restaurant, hotel chefs and cooks).

Supplemental Resources: Careers in Consumer Affairs. Includes four color filmstrips with cassettes or records and teacher guide. Exposes students to wide variety of careers in consumer relations from bank loan officer to professional shopper. Cost: $68.00 (estimate) Buuterwick Publishing

GROCERY SHOPPING

HOME ECONOMICS

SENIOR HIGH

CURRICULUM FOCUS:

1. Home Economy in purchasing food.
2. Menu planning.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#50 Develop vocabulary for understanding economic principles
#59 Acquire basic money management skills
#61 Acquire basic consumer skills

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Full-page ads in newspapers advertising grocery "specials."

INSTRUCTIONAL PROCESS:

Discuss with students the preparation one does before grocery shopping. Analyze ads from newspapers and discuss which are "good buys." Consider the price of convenience foods and menu "helpers" and talk about the price one pays for these kinds of conveniences. In computing savings, note that gasoline is also an item to be considered in shopping at more than one store, or going further away to obtain lower priced goods. Discuss menu planning to take advantage of specials and in-season foods, as well as an aid in resisting impulse purchases. Ask students if they think they would tend to spend more money if they shopped on an empty stomach than they would if they had eaten before going shopping.

Supplemental Resources: Let the Buyer Beware. Includes six filmstrips with cassettes and guide. Designed to orient through consumer education. Cost: $54.00 FYE-Gate House

GARDEN

HOME ECONOMICS

SENIOR HIGH

CURRICULUM FOCUS:

1. Emphasize the importance of proper planning in producing results.
2. Emphasize that there are certain things which can be acquired only by doing them yourself.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#66 Develop positive attitudes toward value of leisure time
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: Nine weeks

ESSENTIAL RESOURCES:
Grow It! Richard K. Langer, Putting Food By, Ruth Hertzberg, et. al. Stephen Green Press, Brattleboro, Vermont

INSTRUCTIONAL PROCESS:

Have students design the layout of a garden for a family of four. Discuss planting times, crop yields, intercropping, companion planting, natural pest control, fertilizers, second plantings, freezing, canning and other methods of storage, as well as health aspects and financial savings.

CUT RATE BUDGET SHOPPING

HOME ECONOMICS

SENIOR HIGH

CURRICULUM FOCUS:

1. Consumer awareness, buying skills

CAREER EDUCATION FOCUS:
(DELLA Statement)

#54 Understand the relationship between occupational roles/ personal economics/life styles
#61 Acquire basic consumer skills

ESTIMATED CLASS TIME: Two class periods (1 field trip)

ESSENTIAL RESOURCES:

Newspaper notices of auctions, produce markets, ads for factory outlets, etc. Articles on refinishing cast-off furniture (e.g. Family Circle, Woman's Day).

INSTRUCTIONAL PROCESS:

Discuss with class ways of saving money by buying from places other than conventional stores. Show how these are listed in newspapers, give students examples of such outlets that are in your local area. As well as garage sales, auctions and second-hand stores, you might want to consider some of the following:

Factory, mill outlets (yard goods, rug yarn, clothing) Salvation Army, Crippled Civilians, other charity organization stores (furniture, children's clothing, baby care items-high chairs, bath tubs, etc.) Household items (e.g. flower pots, drying racks, odd dishes).

Produce markets-particularly for canning and freezing vegetables.

Plan a field trip to one of these places so students can get a feel for this kind of shopping. Have them compare goods and prices to what they find in conventional stores.

Show clippings of refinishing furniture. Discuss what skills are involved (refinishing, antiquing, painting, upholstery, slip covering, etc).

"AFFORD MEANS"....

HOME ECONOMICS

SENIOR HIGH

CURRICULUM FOCUS:

1. Budgeting
2. Wardrobe planning, sewing
3. Consumer awareness

CAREER EDUCATION FOCUS:
(DELLA Statement)

#41 Understand decision-making involves responsible action
#43 Recognize restrictions in the decision-making process
#61 Acquire basic consumer skills

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
If part of a course on sewing, include pictures of "affordable" clothes; catalogues for furniture if used in conjunction with a unit on decorating.

INSTRUCTIONAL PROCESS:

To stimulate awareness of consumer choices and spending habits, present the question, "What does 'afford' or being able to afford something really mean?" Consider the various aspects of the concept of being able (or not able) to afford something. You may give several examples to the class and they should be able to supply examples as well.

How does cost enter into the concept of "afford?" How does versatility relate to cost? Amount of use? Durability or sleaziness? Appropriateness? Personal taste and values? Personal lifestyle? How many examples can you give (in clothing purchases, for instance) where one quality item can easily take the place of two or more cheaper items and therefore cost less in the long run How do you compare quality and quantity? When is less more? How many items (from a wardrobe, a room) could you completely eliminate and not miss? What about things that look good after long use or wear and things that only look good when they're brand new? What can you say about fads as compared to so-called classic designs? How do extra decorations and "in" colors "date" items before their time? Which expensive styles (in clothing, furniture) can be successfully translated into a lower price range and which cannot?

Supplemental Resources: The Consumer's World. A system of interesting, colorful materials that provide a well-structured course of study by means of audio-tapes, workbook presentations, and dramatic vignettes. Cost: not applicable Innovative Sciences, Inc.

PATCHWORK PILLOW

HOME ECONOMICS

SENIOR HIGH

CURRICULUM FOCUS:

1. Patchwork as a folk art form is a continuing part of our heritage.
2. Application of patchwork to contemporary decorations and dress.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: Approximately 5 class periods

ESSENTIAL RESOURCES:

101 Patchwork Patterns Ruby McKim, Dover, NY-$2.50
colored photos of patchwork, small amounts of harmonizing tiny prints and solids, cardboard, rulers, tracing paper, pillow stuffing materials (foam or polyester)

INSTRUCTIONAL PROCESS:

In one or two class periods show students pictures and/or actual samples of patchwork and give them a brief history of the origin of the craft-how patterns came to be named, types of fabrics used, as well as instruction in co-ordinating colors and solids to make patterns. Have each student trace a pattern and make cardboard templates and proceed to make a patchwork block. Final block can be bordered with fabric strips and used to make a patchwork pillow.

WARDROBE PLANNING

HOME ECONOMICS

SENIOR HIGH

CURRICULUM FOCUS:

1. Sewing; wardrobe planning
2. Money-management, shopping skills

CAREER EDUCATION FOCUS:
(DELLA Statement)

#7 Develop an understanding of the concept "life-style"
#23 Acquire vocabulary for describing the world of work
#54 Understand relationship between occupational roles/ personal economics/life styles
#59 Acquire basic money-management

ESTIMATED CLASS TIME: Nine weeks

ESSENTIAL RESOURCES:
Pattern books, articles on wardrobe planning, coordination, updating previous purchases, etc. Teacher may want to make up samples of how assignment could be carried out.

INSTRUCTIONAL PROCESS:

Using resource material, introduce students to concepts involved in wardrobe planning. Ask students to put together a basic wardrobe for school and their own outside leisure activities (emphasizing dual-purpose clothing, ways of pairing up separates for multiple looks) using pictures, swatches of fabric and simple sketches of clothing they already have which they can use as a base for planning for new items.

Discuss matching patterns to appropriate fabric, analyzing fabric weight, color, size of print, ease of care, etc. Point out where special skills are needed (lining, button holes, etc.) and how to choose patterns which are within the individual's capability.

In their wardrobe plan, have students indicate which items would be purchased and which they could make themselves.

Have students each make one or more items, depending on time allowance, complexity of pattern and individual's sewing skills.

Discuss possible careers related to this excercise (e.g. fashion buyer and co-ordinator in large department store or chain, fashion editors and assistants in magazines, designers for theater, TV, etc., designers for clothing manufactures, pattern designers, etc.)

Supplemental Resources: Careers in Consumer Affairs. Includes four color filmstrips with cassettes or records and teacher guide. Exposes students to a wide variety of careers in consumer relations from bank loan offficer to professional shopper. Cost: $ 68.00 (estimate) Butterwick Publishing

CHILDREN'S CLOTHING

HOME ECONOMICS	SENIOR HIGH
CURRICULUM FOCUS: 1. Product knowledge; consumer skills. 2. Sewing skills.	CAREER EDUCATION FOCUS: (DELLA Statement) #29 Recognize materials/processes/tools of occupational clusters #61 Acquire basic consumer skills

ESTIMATED CLASS TIME: One or two class periods

ESSENTIAL RESOURCES:
Pictures of good design in children's clothes, pattern books

INSTRUCTIONAL PROCESS:

Discuss with class what to look for in selecting children's clothing. Display pictures of good design in children's wear, along with examples of patterns being offered for home sewing. Some of the points you may want to cover are:

1. Warmth/weight of fabric, fire retardant fabrics.

2. Durability of fabric and actual garment construction.

3. Ease of care-pointing out such things as excessive laundering and dry cleaning costs increase the cost of the garment, that dark colors tend to show dirt less quickly than light colors.

4. Colors kids like, children's own preferences in clothing.

5. Room-to-grow: stretchy fabrics, good sleeve lengths and wide hems.

6. Unisex hand-me-downs: choosing pass-along clothing such as T-shirts, jerseys, jeans, and jackets.

7. Repairs-"patchwork" patches and contrasting borders for lengthening skirts and pants.

8. Choosing a pattern.

Point out that children's wear is a field for designers and pattern makers.

ETHNIC DRESSING

HOME ECONOMICS — SENIOR HIGH

CURRICULUM FOCUS:

1. Sewing
2. Wardrobe planning

CAREER EDUCATION FOCUS:
(DELLA Statement)

7 Develop an understanding of the concept "life-style"
#25 Understand how occupations relate to functions of society
#35 Be aware of the value of acquiring marketable skills

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:

Pictures of native costumes (National Geographic is a good source), Pictures from pattern books showing peasant, folk, oriental, etc. influence in design. Pictures from current fashion magazines showing ethnic trends in clothing design. Pictures of children's, menswear.

INSTRUCTIONAL PROCESS:

Set up a display of pictures of distinctive native costumes (e.g. Eskimo, Laplandees, Slavic, Oriental, Mexican styles, etc). Point out how the native clothing is functional as well as distinctive and decorative, that it is designed to suit the climate and the life style of the people. Show class examples of patterns and photographs where current designers have used these styles, particularly for sports, casual and leisure wear, as well as for children's clothing. Discuss fabrics used, seasons when worn, as well as trim and decoration. Discuss how these ethnic styles, which are often timeless, are being adapted for their suitability to our increasingly casual life style and how they fit in with the "back to basic trend in our society."

Discuss careers which are related to translating ethnic dressing into our current styles, e.g. designer, fashion illustrator, pattern maker. Students may plan a small project related to this unit, for instance, assembling their own file, or co-ordinating 2 or 3 outfits of one particular style from pattern books, with fabric swatches and ideas for trim.

INTERIOR DECORATION (Sample Room)

HOME ECONOMICS

SENIOR HIGH

CURRICULUM FOCUS:

1. Determining ways to juggle limited time and money to achieve a pleasant, well coordinated atmosphere for living.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#60 Be able to use economic information in decision-making
#65 Understand that leisure time can provide some of the rewards of work
#66 Develop positive attitudes towards value of leisure time.

ESTIMATED CLASS TIME: Three weeks

ESSENTIAL RESOURCES:
Catalogues, decorating magazines

INSTRUCTIONAL PROCESS:

Assign a sample room for each student to decorate (probably a bedroom) giving measurements, window placement, doors, closets, etc. Set an amount that will include all decorating, from painting/wallpapering (including cost of brushes, etc.) to purchasing or slip covering furniture. Have each student present their plan with swatches of fabric, paint samples, pictures from catalogues, magazines, etc. Set a time limit for the total job (so many hours over a period of so many weeks over a period of so many months) and discuss the time it takes to do a particular item (e.g. refinish an old dresser as opposed to buying a new one, buying ready-make draperies vs. making one's own). Evaluate on the basis of overall appearance, comfort, ease of care, correct lighting for various activities, versatility, etc.

FOUND OBJECTS FOR DECORATING

HOME ECONOMICS

SENIOR HIGH

CURRICULUM FOCUS:

1. Interior Decorating
2. Managing home finances

CAREER EDUCATION FOCUS:
(DELLA Statement)

#47 Develop a receptivity for new ideas/exploration of new ideas
#66 Develop positive attitudes towards value of leisure time

ESTIMATED CLASS TIME: One week (one field trip)

ESSENTIAL RESOURCES:

Articles and pictures showing unusual uses for found objects (Woman's Day, Family Circle, Decorating magazines). May want to bring own examples to class.

INSTRUCTIONAL PROCESS:

Introduce students to the idea of decorating with "found objects" (e.g. wooden ladder for plant stand, wagon wheel with glass top and legs makes a coffee table, bushel baskets hold children's toys and magazines, tin cans painted and labeled for cannisters) and the idea of decorating as a means of achieving a personal style at low cost. Show students pictures of ways old and cast-off items have been fixed up and converted to new uses.

Have students bring items to class or give reports on items too large to bring to class, demonstrating how they have turned unwanted items to new uses. If you have time determine the amount each project costs.

You may want to plan a field trip to a couple of second-hand stores, Goodwill Industries, Crippled Civilians, Salvation Army, etc.

Supplemental Resources: Let the Buyer Beware. Includes six filmstrips with cassettes and guide. Designed to orient through consumer education. Cost: $54.00 (estimate) EYE-Gate House

CAFETERIA CRAFT FAIR

HOME ECONOMICS

CURRICULUM FOCUS:

1. Acquainting students with a variety of crafts which require numerous skills.
2. Planning, coordinating, working with others.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#15 Be aware of multiplicity of skills, knowledge in education
#29 Recognize materials/processes/tools of occupational clusters
#35 Be aware of the value of acquiring marketable skills
#49 Develop effective decision-making strategies and skills

ESTIMATED CLASS TIME: Variable

ESSENTIAL RESOURCES:
Tables, poster board, art supplies, sign up sheets

INSTRUCTIONAL PROCESS:

A cafeteria craft fair can be the culmination of many projects in art, home economics and industrial arts. Planning among teachers to coordinate this activity and to set a date, is necessary.

Announce to students that a craft fair will be held in the school cafeteria. They may wish to bring crafts they made at home, as well as at school, to sell or just to display. Students who wish to participate should sign up, indicating what they will bring and the quantity.

Ask students to volunteer to make posters announcing the fair, and for tables, to set up tables and to clean up.

The craft fair can be scheduled for an evening so parents can come, or during an afternoon school period. Students should sit at tables where their crafts are displayed so they can answer questions and sell their own wares.

After the craft fair, discuss with students how they felt about the craft fair, whether they felt it was worthwhile enough to make an annual event.

COMMUNITY SERVICE PARTY

HOME ECONOMICS

SENIOR HIGH

CURRICULUM FOCUS:

1. Awareness of ways a community functions.
2. Learning how to participate in one's own community.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#11 Develop tolerance/flexibility in interpersonal relationships
#41 Understand decision-making involves responsible action
#66 Develop positive attitude toward value of leisure time

ESTIMATED CLASS TIME: One week (field trip)

ESSENTIAL RESOURCES:
Recipes, ingredients for Christmas cookies, etc. Materials for Christmas ornaments.

INSTRUCTIONAL PROCESS:

Guidance counselor can act as co-ordinator and liasion person between home ec. class(es) and the responsible community group or social service agency to arrange a Christmas party at an orphanage, rest home, etc. A guest speaker may be invited in to discuss with students the need for this type of community work and to acquaint them with the organizations in the area who take it upon themselves to see that it is done. The concept of community service as a way of devoting part of one's leisure time to helping others should be presented to the class. Arrangements should be made and a date set so students can go ahead preparing and freezing food and making ornaments. Teacher can discuss with students what sort of program could be set up for the party (e.g. singing carols; have office run off song sheets).

In class after party, have students discuss their feelings about the activity. Discuss careers which are related to community service, as well as voluntary work that is being done in the area.

PRE-SCHOOL CHILD CAREERS

HOME ECONOMICS

CURRICULUM FOCUS:

1. Child care and child development

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#10 Develop a sensitivity toward and an acceptance of others
#18 Recognize developmental processes occurring in and out of school
#20 Develop basic attitudes needed for entry/success in a career

ESTIMATED CLASS TIME: Part of a nine week unit on child development

ESSENTIAL RESOURCES:

Growing Children, J. Charles Jones, Bucknell University, Exploring Careers in Child Care, Activity Manual, Cincinnati Public Schools, McKnight Career Program.

INSTRUCTIONAL PROCESS:

Using the above manuals and resources, discuss careers related to caring for the very young child. Have students study the activity manual for qualifications needed in various professional child care areas and ways these careers might relate to their lives. Discuss with students the growing trend for more emphasis on helping and educating the pre-school child.

Arrange field trips to local day care centers and nursery schools. Try to make arrangements with teachers to allow your students some time whereby they can present their own activities to the children and work directly with them. You may be able to arrange some after-school training experience at these centers for students who are seriously contemplating child care careers. You might also invite guest speakers to class (including the school nurse) to discuss their occupations and current trends in their areas.

SELF-EMPLOYMENT CAREERS

HOME ECONOMICS

CURRICULUM FOCUS:

1. A person's interests can lead directly to meaningful work.
2. Self-employment offers many rewards as well as having to deal with special problems.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#32 Realize one's success in work is affected by one's attitude
#26 Determine characteristics/qualifications of occupations

ESTIMATED CLASS TIME: Two weeks

ESSENTIAL RESOURCES:
Career information packets, Career Education Service-CSIU.

INSTRUCTIONAL PROCESS:

Have each student interview someone who manages their own, small, home-economics-related business (landscaper, decorator, florist, greenhouse manager, fabric store owner, gift shop owner, etc.). Set up a questionnaire beforehand, and have students ask interviewers how they got started, how long it took, how they feel about managing this particular business, how it relates to the rest of their life (leisure time, ability to take vacations, illness, family living, long hours, etc.), as well as hypothetical situations-(What would happen if an employee made a mistake?, What would happen if you wanted to expand?, etc.). Have students make their own comments on how they perceive the positive attributes as well as drawbacks in managing a small business and compile a brief report for future students' use.

Other supplementary materials could be any resources which provide information about these careers.

Supplemental Resources: Careers in Consumer Affairs. Includes four filmstrips with cassettes or records and teacher guide. Exposes students to a wide variety of careers in consumer relations from bank loan officer to professional shopper. Cost: $ 68.00 (estimate) Butterwick Publishing

PIN MONEY FOR HOMEMAKERS

HOME ECONOMICS

CURRICULUM FOCUS:

1. Using skills learned in home economics.
2. Learning the value of managing one's time and resources.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#65 Understand leisure time can provide some of the rewards of work
#66 Develop positive attitudes toward value of leisure time.

ESTIMATED CLASS TIME: Two or three class periods (field trip)

ESSENTIAL RESOURCES:

Articles on ways women have made money at home, (Familv Circle, Woman's Day, McCall--etc, often carry such articles.) List of stores which take local crafts, fairs, and other local events

INSTRUCTIONAL PROCESS:

Introduce students to the idea of making extra money at home through employing traditional homemaking skills and crafts. Cooking skills could lead to giving cooking classes and demonstrations at home, catering at children and adult parties, marketing special recipes (e.g. jams, preserves.) Sewing and various handicraft arts also lead to innumerable ways to make money. Discuss best times to have merchandise for selling, such as Christmas, local craft fairs, etc. Present articles on women who have made money at home and discuss such items as cost of getting started, work space involved, time involved, how one decides on price, etc.

Arrange a field trip to a local handcraft store so students can talk to store manager about making and marketing items, as well as seeing what kinds of handcrafts are currently being sold.

USING GLUES AND CLAMPS

INDUSTRIAL ARTS

CURRICULUM FOCUS:

1. Gluing and clamping of wood.
2. Trades that require a knowledge of glues and how to work with glues.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#29 Recognize materials/processes/tools of occupational clusters.
#60 Be able to use economic information in decision-making.

ESTIMATED CLASS TIME: One week

ESSENTIAL RESOURCES:

Different types of glues (e.g. polyvinyl-resin, resorcinol-resin, casein, animal, contact cement, epoxy cement); clamps

You may want to use visual aids concerning jobs that use glues and clamps.

INSTRUCTIONAL PROCESS:

Demonstrate how to use glues and clamps. Discuss when and where to use various kinds of glue. Identify trades that require the use of glues. Perhaps allow students to take a field trip to observe these trades first-hand. Ask students to use glue and clamps in project construction.

Involve students in the process of deciding when and where to use various kir of glue. Consider durability, appearance, cost and ease of operation.

Plan a field trip to shops that will enable students to see finished products that have been constructed using glue.

USING JOINTERS

INDUSTRIAL ARTS

SENIOR HIGH

CURRICULUM FOCUS:

1. Basic machine woodworking
2. Introduction to the Jointer

CAREER EDUCATION FOCUS:
(DELLA Statement)

#29 Recognize materials/processes/tools of occupational clusters
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: Three, 45 minute periods

ESSENTIAL RESOURCES:
A Jointer, the Jam Handy Film Strip, "Jointer," Operation of Modern Woodworking Machines--by Hjorth and Holtrop

INSTRUCTIONAL PROCESS:

Discuss the careers that use Jointers. Show films describing the parts and operation of the Jointer. Explain safety devices and their uses. Adjust the outfeed and infeed tables. Demonstrate edge planing, face planing, and planing end grain. Discuss getting the most out of your Jointer. A field trip to local construction sites can be arranged to see Jointers in action.

USING BAND SAWS

INDUSTRIAL ARTS

CURRICULUM FOCUS:

1. Woodworking
2. Band saw

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#29 Recognize materials/processes/tools of occupational clusters
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME Three 45 minute periods

ESSENTIAL RESOURCES:

Band saw; different size blades, a broken blade, six varieties of wood (hard, soft, thick, thin), a miter gauge, a rip fence "Operation of the Band Saw" (Jim Handy Film), Operation of Modern Woodworking Machines, by Hjorth and Holtrop

INSTRUCTIONAL PROCESS:

Show film describing the parts and operation of the Band saw. Show students how to change and coil blades, adjust table and guides. Discuss safety rules. Demonstrate cross cutting, ripping, circle cutting. Have students make cuts on thick, thin, hard, soft wood. Ask students to select a project to be cut out on the Band saw. If a furniture factory or woodworking shop is located in the area, a field trip to see Band saws in operation can be arranged.

Discuss occupations which require use of the Band saw. Do they seem to offer interesting work? Could a Band saw be used in a hobby? Which ones?

CAFETERIA CRAFT FAIR

INDUSTRIAL ARTS

SENIOR HIGH

CURRICULUM FOCUS:

1. Acquainting students with a variety of crafts which require numerous skills.
2. Planning, coordinating, working with others.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#15 Be aware of multiplicity of skills, knowledge in education
#29 Recognize materials/processes/tools of occupational clusters
#35 Be aware of the value of acquiring marketable skills
#49 Develop effective decision-making strategies and skills

ESTIMATED CLASS TIME: Variable

ESSENTIAL RESOURCES:
Tables, poster board, art supplies, sign up sheets

INSTRUCTIONAL PROCESS:

A cafeteria craft fair can be the culmination of many projects in art, home economics and industrial arts. Planning among teachers to coordinate this activity and to set a date, is necessary.

Announce to students that a craft fair will be held in the school cafeteria. They may wish to bring crafts they made at home, as well as at school, to sell or just to display. Students who wish to participate should sign up, indicating what they will bring and the quantity.

Ask students to volunteer to make posters announcing the fair, and for tables, to set up tables and to clean up.

The craft fair can be scheduled for an evening so parents can come, or during an afternoon school period. Students should sit at tables where their crafts are displayed so they can answer questions and sell their own wares.

After the craft fair, discuss with students how they felt about the craft fair, whether they felt it was worthwhile enough to make an annual event.

PRACTICE THE "A" IN SAFETY

INDUSTRIAL ARTS

CURRICULUM FOCUS:

1. Develop written and oral communication skills
2. Develop proper attitude toward career safety
3. Be able to recognize unsafe habits in self and others

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#03 Understand relationship: self-characteristics/performance
#33 Develop personal habits which are socially valued
#41 Understand decision-making involves responsible action

ESTIMATED CLASS TIME: One hour

ESSENTIAL RESOURCES:
Safety films lectures, demonstrations, posters and handouts. Shop safety equipment. Prepared handout. Pencils

INSTRUCTIONAL PROCESS:

1. Have each student list as many words or phrases that start with "A" as they can that is important to an effective safety program.

2. After 10--15 minutes time, ask the students to share their lists with the class. Suggest that students add to their own lists any new word that another student shares.

3. Use any of your own items not already given by the students and add constructive comments.

Alive
Alert
Awake
Awareness
Application
Action
Availability
Always
Anyone
Alone
Anytime
Ability

4. Identify eleven occupations where safety is of great concern.

PURPOSE AND USE OF THE CAUTION TAG

INDUSTRIAL ARTS/ELECTRICITY

SENIOR HIGH

CURRICULUM FOCUS:

1. Develop a degree of responsibility when working on electrical circuits.
2. Develop proper attitudes toward safety of personnel.
3. Develop decision-making traits based on learned skills.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#22 Acquire skills, good work habits in preparing for a career

ESTIMATED CLASS TIME: 15 minutes

ESSENTIAL RESOURCES:
Caution tag (DO NOT ENERGIZE - MEN WORKING ON CIRCUIT). Transparencies

INSTRUCTIONAL PROCESS:

1. Discuss the purpose of the caution tag.

2. Discuss when to use the caution tag.

3. Discuss the ramification of improper use of or unauthorized use of the caution tag.

4. Never remove a tag that was posted by another person.

What careers or occupations use safety-related devices such as caution tags? Whom does this benefit?

INTRO TO ARCHITECTURAL DRAWING - THE ARCHITECT

INDUSTRIAL ARTS

CURRICULUM FOCUS:

1. The work of and requirements for becoming an architect
2. Others who work with architects.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations and careers
#25 Understand how occupations relate to functions of society
#26 Determine characteristics/qualifications of occupations

ESTIMATED CLASS TIME: One to two class periods (45 min. each)

ESSENTIAL RESOURCES:

School visit by an architect (most can supply an excellent slide presentation).

INSTRUCTIONAL PROCESS:

Arrange to have an architect visit your class to discuss his training and work (see Interview Sheet, Appendix). Also ask him about the people with whom he works (i.e. draftsmen, surveyors, detailers, interior designers). Have him discuss current building trends in the local area, for both commercial and residential, as well as future trends in the building trade.

ARCHITECTURAL DRAWING -HOME STYLES

INDUSTRIAL ARTS

SENIOR HIGH

CURRICULUM FOCUS:

1. Recognition of home styles and relative costs.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#29 Recognize materials/processes/tools of occupational clusters
#31 Develop positive attitudes toward employment

ESTIMATED CLASS TIME: Three periods

ESSENTIAL RESOURCES:
Instamatic cameras, slide projector, magazines, books with various styles of homes and plans, opaque projector

INSTRUCTIONAL PROCESS:

Discuss various types of home styles and appropriate settings (i.e. suburban, urban, small town, rural). Give students instruction in using cameras.

Assign students to take pictures (slides) of various home styles and gather information on price ranges of various styles.

Have students make a slide presentation of their information to the class.

Review roles of workers who are associated with planning and constructing homes. Where would one go to gain training and experience for these occupations and careers?

WHAT IS A JOB?

INDUSTRIAL ARTS	SENIOR HIGH
CURRICULUM FOCUS:	CAREER EDUCATION FOCUS: (DELLA Statement)
1. Writing skills. 2. Development of oral and written communication skills.	#23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME: 45 minutes

ESSENTIAL RESOURCES:
Paper, pencils

INSTRUCTIONAL PROCESS:

Have each student write a short essay on "What Is A Job." The topic should be approached on your conception or idea of what is a job. The essay can be approached from a career or non-career viewpoint. Have those students that care to share their ideas read them to the class. Discuss the topic in an open manner encouraging participation. Ask thought stimulating questions.

1. Is a job a profession?
2. Does a person's job directly reflect his personality?
3. Does a person's job directly reflect his ability?
4. Can attitude and job success have any relationship?

CARPENTRY OCCUPATIONS

INDUSTRIAL ARTS

SENIOR HIGH

CURRICULUM FOCUS:

1. The proper use of various types of nails.
2. Description of the various jobs in building.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#29 Recognize materials/processes/tools of occupational clusters.
#60 Be able to use economic information in decision-making.

ESTIMATED CLASS TIME: One week

ESSENTIAL RESOURCES:

Brads, finishing nails, common nails, box nails, casing nails, roofing nails, corrugated fasteners, SRA Kit - Job Experience Kits, Films: Careers in the Building Trades by Coronet Instructional Films, film loops, a carpenter as a resource person.

INSTRUCTIONAL PROCESS:

Show filmstrips explaining the work of the roughing carpenter, the finishing carpenter, the sider and the roofer. Show students how to use nails and fasteners properly. Have students use nails and fasteners in their laboratory work.

Plan a field trip to a construction site.

Invite an experienced carpenter to come to the classroom and demonstrate special skills, e.g. when to use what nails, how to nail so it doesn't show, countersinking etc.

Conclude with an activity which involves the students in the decision-making processes of project construction. How does durability, appearance and cost affect the choice of nails used?

THINGS TO FIND OUT ABOUT THE JOB

INDUSTRIAL ARTS

CURRICULUM FOCUS:

1. Develop an awareness within the student that he should obtain certain important facts before he accepts a position in his career field.
2. Stress the importance of selecting the correct job, personal satisfaction and job satisfaction makes for career success.
3. Develop a career vocabulary consistent with the world of work.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#01 Develop vocabulary of self-characteristics
#13 Acquire vocabulary for educational planning
#20 Develop basic attitudes needed for entry/success in a career
#23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Handout, "Things To Find Out About The Job." (Attached)
Transparencies
Overhead projector
Projection screen
Paper
Pencil

INSTRUCTIONAL PROCESS:

1. Introduce students to curriculum concepts above.
2. Have students list on a sheet of paper the things that they should find out about a job.
3. Encourage active participation in sharing of ideas orally.
4. Hand out the prepared form, "Things To Find Out About The Job."
5. Review the form using transparencies of the form.
6. Summarize.

13. Is this a union job?

14. What are the health and retirement benefits from the job?

15. Do I need any special equipment or clothes?

(Uniforms, safety glasses, helmets, steel-tipped shoes)

16. Do I use my own tools, or does the company provide the tools?

17. How soon would I start work?

18. How should I dress for work?

19. How long do I get for lunch?

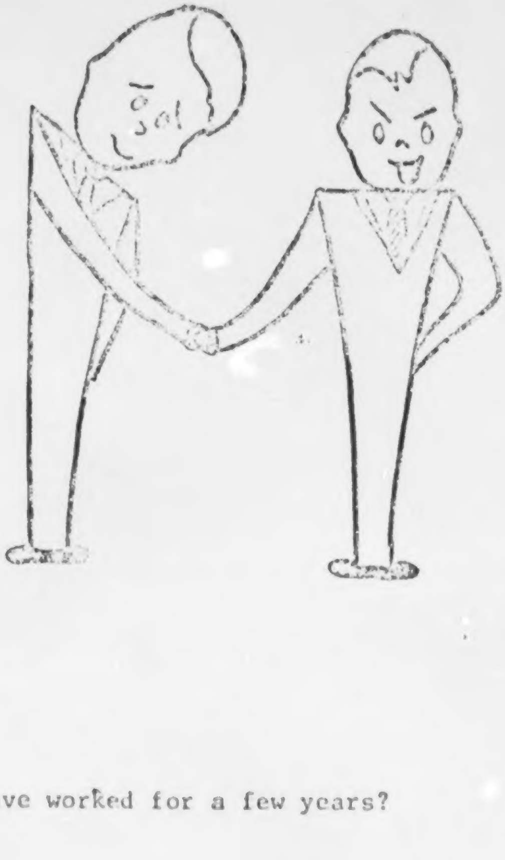
20. Are there any work breaks during the day?

21. Is there available public transportation to the place of work?

THINGS TO FIND OUT ABOUT THE JOB

In the interview you will be asked questions about your education and about your ability to do the job. There are some questions you may want to ask about the job. In the following list are some questions which will help you learn more about the job.

1. How much does the job pay?
    a. What would be my gross income?
    b. What would be my net income?
2. How does my salary advance?
3. Is there a chance for promotion in the job?
4. Will I need any special training?
5. What days will I work?
6. Do I have weekends off?
7. What are my hours?
    a. Is there shift work?
8. Do I work any overtime?
9. What is the pay for overtime?
10. What holidays do I have off?
11. When and how long is my vacation?
12. Do I get a longer vacation after I have worked for a few years?



BE A MUSICOLOGIST!

MUSIC	SENIOR HIGH
CURRICULUM FOCUS:	CAREER EDUCATION FOCUS: (DELLA Statement)
1. As a musicologist, collect and interpret sound from other cultures	#25 Understand how occupations relate to functions of society

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:

Tape recorder, Instruments typical of a particular culture: Spanish (guitar, maracas, claves, castanets, tambourine) Primitive (stones, shells, gourdes, logs) Japanese (tone bells for pentatonic scale, gong, bamboo wind chimes) Reference book: Alan Lomax-Folk Song Style, and Culture.

INSTRUCTIONAL PROCESS

1. Ask students if they can think of a song taught to them by a member of their family which was not written down. How do they learn most of their songs - T.V.? Radio? Records? School? Discuss the impact of the transistor radio and records on different cultures.

2. Select a volunteer musicologist. His job will be to make friends with a group from another culture, convince them to let their music be tape recorded, and find out the occasion for the music-making. Assume that the musicologist speaks a few words of the language. While the musicologist steps outside the room, five--six students choose sounds from a culture and determine the occasion (wedding, funeral, planting, or harvest, for example).

3. When the musicologist enters, the others improvise with the instruments, possibly chanting or singing. The musicologist does his best to accomplish the tasks. Establish a time limit, but the overall attitude should be one of patience.

4. Discuss. What happened? Was some information gathered? What personal qualities would be needed for this kind of work? Education? What types of reward would this kind of job have? Choose another group and continue.

MUSICAL TRANSLATION OF PICTURES

MUSIC/COMPOSITION	SENIOR HIGH
CURRICULUM FOCUS:	CAREER EDUCATION FOCUS: (DELLA Statement)
1. Musical compositions	#14 Understand interrelationship between education and work #29 Recognize materials/processes/tools of occupational clusters #35 Be aware of the value of acquiring marketable skills

ESTIMATED CLASS TIME: Part of a unit on composition

ESSENTIAL RESOURCES:
Records of Saint-Saens "Carnival of the Animals", Moussorgsky's "Pictures at an Exhibition." You may also want to select pictures for the class, or let students choose their own., Theme music from television programs, films.

INSTRUCTIONAL PROCESS:

Play records for students, discussing ways the composer has used music to convey what is usually understood as visual materials. Have students select a picture, piece of sculpture, or some other visual art form and write a short musical treatment of the composition. Have the pieces and visual forms presented in class for discussion.

Discuss with students careers where music is used to heighten and define visual elements, e.g. film scoring, theme music for television programming. Briefly outline the steps involved and the education background, strengths and interests necessary for these careers.

MIRRORING

MUSIC

SENIOR HIGH

CURRICULUM FOCUS:

1. Develop sensitivity and concentration in developing a partner's movements

CAREER EDUCATION FOCUS:
(DELLA Statement)

#10 Develop a sensitivity toward and an acceptance of others

ESTIMATED CLASS TIME: One-two class periods

ESSENTIAL RESOURCES:
Some open space in classroom, free from outside interference
Recording of Clair de Lune (Debussy) Moonlight Sonata (Beethoven), or other quietly flowing music
Projector and slides (optional)

INSTRUCTIONAL PROCESS:

Students choose partners, deciding on one who will begin as leader. Not all the class has to work at the same time. Facing each other, the leader begins to move slowly, with the partner mirroring each gesture. Keep moving several minutes, then change leaders. If done precisely, it becomes very difficult to discern the leader. This is an objective of the students.

Try standing in front of large slide projections, or colored circles of light, for heightened dramatic feeling, and add slow, flowing music.

Supplemental Resources: The Dynamics of Mood Control. Six tapes, response book and learning exercises. Heightens awareness of inner forces, gives techniques and skills needed to put these forces under conscious control. Cost: $126. Learning Dynamics, Inc.

OBSTACLE COURSE

PHYSICAL EDUCATION

SENIOR HIGH

CURRICULUM FOCUS:

1. Students will assess their present level of skill development in relation to different types of physical work demanded by a variety of occupations.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#37 Develop necessary educational/ occupational competency

ESTIMATED CLASS TIME: Variable

ESSENTIAL RESOURCES:

Available gym equipment (mats, jump rope, basketball, basket ropes, vaulting, horse, balance beam) lader, chairs, cards

INSTRUCTIONAL PROCESS:

Design a career-related obstacle course with the help of your students. Set up skill testing stations using facilities and equipment in the school or that the students could bring from home. Develop agility tests that might relate to occupations. For example, horizontal ladder (painter), rope climb (telephone repairman), basket shoot (athlete coach), balance beam (construction worker), jumping rope (boxer), tumbling (dancer, parachute jumper), rope swing (stunt man). Students might prepare posters to be placed at each obstacle, describing the agility test at that station, what occupations are related to it, and how points are scored on that test. Design a score sheet for the obs cle course. Allow students to practice the individual skills and run the course numerous times to improve their skills. This activity could become a class-wide, grade-wide or school-wide competition event. It could be adapted from time to time to fit the needs and abilities of the students or to make it more challenging.

DEVELOPING PHYSICAL ADEPTNESS

PHYSICAL EDUCATION

SENIOR HIGH

CURRICULUM FOCUS:

1. Assessing individual progress and competence.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#62 Develop vocabulary to differentiate leisure time activities
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: Ongoing

ESSENTIAL RESOURCES:
Dictionary of Occupational Titles, Occupational Outlook Handbook

INSTRUCTIONAL PROCESS:

Develop with the class a list of the careers that need physical adeptness. As a starter here are some suggestions: policeman, fireman, surgeon.

Ask the students to assess their own physical competencies. Do they possess some of the skills needed for the above listed occupations?

Ask the students to begin to chart their progress in sports. For example, their time to run one mile, number of sit-ups accomplished, etc. Establish goals in individual conferences with students. Emphasize individual progress rather than comparing students' abilities.

Supplemental Resources: What's The Limit? 16mm color film. Cost: N/A
Encyclopedia Britannica Education Corporation.

SHUFFLEBOARD

PHYSICAL EDUCATION

SENIOR HIGH

CURRICULUM FOCUS:

1. Learning the rules and skills for shuffleboard

CAREER EDUCATION FOCUS:
(DELLA Statement)

#63 Understand the difference between leisure time and idleness

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:
Filmstrip projector, filmstrip, wall charts, handout on rules of shuffleboard, written test, shuffleboard equipment and books.

INSTRUCTIONAL PROCESS:

This activity is designed to teach students that shuffleboard is one activity that can be shared throughout life; it can be participated in by both the young population and the older population and is a good recreational activity that can be utilized throughout a person's life.

Set up three learning stations for students. Below are the directions for the students at each learning station:

Station #1 - Shuffleboard Rules
- A. Read handout on rules of shuffleboard.
- B. For rule interpretation refer to Active Games and Contests by Bernard S. Mason.
- C. Self-test--quiz yourself on the rules.
- D. Final test to be given at the last station.

Station #2 - Shuffleboard: Origins and Development Techniques and Fundamentals.
Complete A,B, or C. Then choose any of the other learning actitivities.
- A. Read Active Games and Contests by Bernard S. Mason.
- B. Read Physical Education Activities by Hollis F. Fait.
- C. Read P.E. Handbook by Seation, Clayton, Leibee and Messersmith.
- D. Practice with a partner.
- E. Observe another student in action.
- F. Practice improving shuffleboard techniques.
- G. Self-evaluation.
- H. Teacher evaluation.

Station #3 - Playing a Game of Shuffleboard: A Practical and Written Test
- A. Play a game of regulation shuffleboard.
- B. Take a practical test set up by the instructor.
- C. Take a written test on the rules of shuffleboard.

BADMINTON

PHYSICAL EDUCATION

CURRICULUM FOCUS:

1. Students will assess their present level of skill development and make a self-evaluation of skill progress, in relation to badminton

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#67 Develop skills in leisure time activities-
#66 Develop positive attitudes towards value of leisure time.

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:

Badminton racquets, shuttlecocks, nets, film strip projector, filmstrips on badminton, charts on badminton, rules and points to remember, check sheet poster on service, forehand stroke, backhand stroke, overhead smash, and various books on badminton.

INSTRUCTIONAL PROCESS:

This activity is designed to accommodate various levels of student ability. The student works in skills at his/her own pace until the skill is mastered. Once the skill is accomplished, the student moves to another teaching station.

The instructor begins by setting up five different teaching stations in the gymnasium. Each teaching station is designed to teach a different skill of the activity being learned. The teacher supervises the activity and answers any questions the students may have of the station. The stations are based on a self-teaching and self-learning concept. Below are the directions to the student which would be at each learning station:

Station #1 - Serving

A. Read the wall chart on serving the shuttlecock and points to remember.
B. Read from various badminton books on the serve.
C. Practice the serve with a partner
D. Assist classmates in learning the serve.
E. Self-test and peer assessment-have a partner evaluate your serve.
F. Move to the next station.

Station #2 - Forehand Stroking

Complete A, then choose any of the other learning activities that will enable you to master the skill.

A. Read the chart on forehand stroking and points to remember.
B. View the filmstrip on forehand stroking.
C. Practice the forehand stroke with a partner.
D. Read the materials on forehand stroking.
E. Peer assessment-demonstrate the forehand stroke to another student.
F. Move to the next station.

Station #3 - Backhand Stroking

Complete A, then choose any of the other learning activities.

A. Read the wall chart on backhand stroking and points to remember.
B. View filmstrip demonstrating correct backhand stroking.
C. Practice with a partner.
D. Read available textbooks.
E. Self-appraisal-the student decides whether he/she has obtained the learning objective.
F. Peer assessment.
G. Move to the next station or assist a classmate who is having difficulty learning the task.

Station #4 - Overhead Strokes

A. Read the wall chart on overhead stroking and points to remember.
B. Read available materials on overhead strokes.
C. Practice with a partner.
D. Self-evaluation.
E. Peer evaluation.
F. Move to the next station or volunteer to assist a fellow classmate.

The student must complete stations 1-4 before proceeding to station #5.

Checklist for stations 1-4:

	mastered	fairly well established	poor
1. Service			
2. Forehand stroke			
3. Backhand stroke			
4. Overhead smash			

Station #5 - Badminton Rules

Complete A and B before playing a mini tournament.

A. View filmstrips on badminton.
B. Read wall chart on the rules of badminton.
C. Play either a singles or doubles game of badminton.

References which students could use are:

Beginning Badminton by Friedrich and Rutledge, pp. 25-34.
Badminton by Margaret Varner, pp. 11-14.
Winning Badminton by Davidson and Gustavson, pp. 11, 13-29.
Badminton by Margaret Bless, pp. 17-18.
Sports Illustrated Book of Badminton, pp. 42-51.

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INVESTIGATING CAREER POSSIBILITIES--WHERE DO YOU START?

GUIDANCE

CURRICULUM FOCUS:

1. Library research
2. Writing letters requesting information
3. Self understanding

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#03 Understand relationship: self-characteristics/performance
#05 Recognize relationship: self-characteristics/decision-making
#15 Be aware of multiplicity of skills, knowledge in education
#16 Understand need for continuing education in a changing world
#17 Recognize role of education in career and life goals
#43 Recognize restrictions in the decision-making process
#49 Develop effective decision-making strategies and skills
#57 Realize wages should not be sole basis for career choice

ESTIMATED CLASS TIME: Two-three class periods

ESSENTIAL RESOURCES:
Local newspapers; The Occupational Outlook Handbook by U.S. Dept. of Labor

INSTRUCTIONAL PROCESS:

Statistics show that as much as 80% of American workers are unhappy in their jobs. The possibility of changing careers several times is large for many workers. How can one try to choose a career that they will be happy in? Present the following to the class: The first step is to examine what you know about yourself. For example, make three lists. On the first list write down all the hobbies you've ever had and those that remain. On the same list, put down all the extra-curricular activities at school you liked and were good at. On the second list, write all the pleasant features of the jobs you've held or work experiences you've had. Finally, list your best subjects at school, the ones you preferred and the ones in which you earned the highest grades.

Read the lists carefully. Do your interests lean towards one area? Ask yourself "What really bugs me about the world we live in?" Perhaps your interest is strong enough for you to want to find a way to change the situation through a career.

After you've thought about jobs check in Occupational Outlook Handbook published by the U.S. Labor Department's Bureau of Labor (the library should have a copy). It contains descriptions of hundreds of occupations, with qualifications clearly discussed and a frank estimate of job prospects. It also lists organizations that you can write to for more information. Also talk to people now working in those fields. Check the want ads in the newspaper to see if listings are skimpy or plentiful.

These activities should give you some useful input as to what careers have the most possibilities for you.

EDUCATIONAL/CAREER PLANNING

GUIDANCE

SENIOR HIGH

CURRICULUM FOCUS:

1. Educational planning is necessary for all students
2. Educational planning involves efforts by students and teachers working separately and together

CAREER EDUCATION FOCUS:
(DELLA Statement)

#13 Acquire vocabulary for educational planning
#15 Be aware of multiplicity of skills, knowledge in education

ESTIMATED CLASS TIME: Variable

ESSENTIAL RESOURCES:
You may want to use the following:
"Choosing a College" - Guidance Associates
"College Selection Films" - New York Times
"College Series" - American Personnel and Guidance Associates
"An overview of Technical Education" - Guidance Associates

INSTRUCTIONAL PROCESS:

Conduct ongoing individual and group counseling sessions dealing with educational planning. Introduce the students to the information resources available to them in the school, and public library (reference books, guides, catalogs). Show films about educational planning and educational alternatives. Discuss. Invite speakers from a variety of educational alternatives: business schools, colleges, trade schools, apprenticeship programs, armed services, etc. Encourage the students to ask questions and talk with these speakers.

THINGS TO FIND OUT ABOUT THE JOB

GUIDANCE/VOCATIONAL EDUCATION

CURRICULUM FOCUS:

1. Develop an awareness within the student that he should obtain certain important facts before he accepts a position in his career field.
2. Stress the importance of selecting the correct job, personal satisfaction and job satisfaction makes for career success.
3. Develop a career vocabulary consistent with the world of work.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#01 Develop vocabulary of self-characteristics
#13 Acquire vocabulary for educational planning
#20 Develop basic attitudes needed for entry/success in a career
#23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Handout, "Things To Find Out About The Job." (attached)
Transparencies, overhead projector, projection screen, paper, pencil

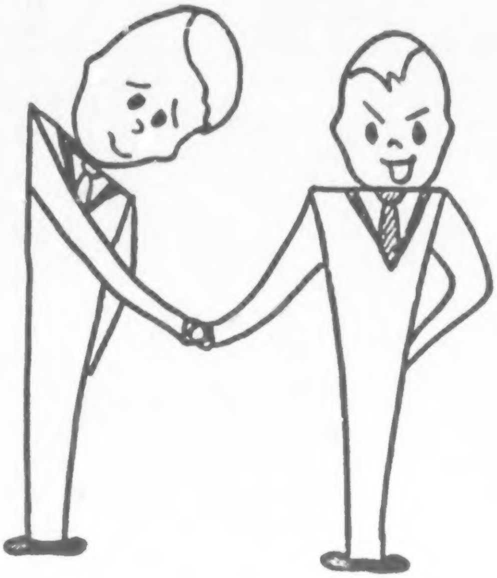
INSTRUCTIONAL PROCESS:

1. Introduce students to curriculum concepts above.
2. Have students list on a sheet of paper the things that they should find out about a job.
3. Encourage active participation in sharing of ideas orally.
4. Hand out the prepared form, "Things To Find Out About The Job."
5. Review the form using transparencies of the form.
6. Summarize

THINGS TO FIND OUT ABOUT THE JOB

In the interview you will be asked questions about your education and about your ability to do the job. There are some questions you may want to ask about the job. In the following list are some questions which will help you learn more about the job.

1. How much does the job pay?
    a. What would be my gross income?
    b. What would be my net income?
2. How does my salary advance?
3. Is there a chance for promotion in the job?
4. Will I need any special training?
5. What days will I work?
6. Do I have weekends off?
7. What are my hours?
    a. Is there shift work?
8. Do I work any overtime?
9. What is the pay for overtime?
10. What holidays do I have off?
11. When and how long is my vacation?
12. Do I get a longer vacation after I have worked for a few years?



13. Is this a union job?

14. What are the health and retirement benefits from the job?

15. Do I need any special equipment or clothes?

(Uniforms, safety glasses, helmets, steel-tipped shoes)

16. Do I use my own tools, or does the company provide the tools?

17. How soon would I start work?

18. How should I dress for work?

19. How long do I get for lunch?

20. Are there any work breaks during the day?

21. Is there available public transportation to the place of work?

WHAT IS AVAILABLE FOR CAREER PLANNING

GUIDANCE

CURRICULUM FOCUS:

1. Exploration of the world of work
2. Exploration of self in relation to the world of work
3. Hands-on work sampling evaluation

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#02 Develop knowledge of unique personal characteristics
#24 Understand variety and complexity of occupations and careers
#26 Determine characteristics/qualifications of occupations

ESTIMATED CLASS TIME: Variable

ESSENTIAL RESOURCES:
Career Information Materials and Career Sampling Materials (suggestions listed below)

INSTRUCTIONAL PROCESS:

Introduce appropriate literature which will enable students to explore on their own the necessary information for career planning. For example, the Occupational Outlook Handbook or Career Information Briefs (available through Career Education Services, CSIU #16, Lewisburg, PA). Introduce various career exploration kits and devices to broaden the students' scope of the world of work. For example, Career Exploration Kits (Science Research Associates), Career Desk--Top Kits (Careers, Largo, Florida) and Occupational View Deck (Chronicle Guidance). Provide a hands-on, job sampling evaluation using the Singer-Graflex installation or the Jewish Employment and Vocational Service Work Samples. Provide for group and individual discussion and evaluation of results and attitudes about these tasks.

STATE EMPLOYMENT SERVICES

GUIDANCE

SENIOR HIGH

CURRICULUM FOCUS:

1. Using community resources in finding jobs

CAREER EDUCATION FOCUS:
(DELLA Statement)

#35 Be aware of the value of acquiring marketable skills
#41 Understand decision-making involves responsible action

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Speaker from state or private employment offices

INSTRUCTIONAL PROCESS:

Arrange for a resource person from your local state or private employment office to speak to classroom-size groups of all seniors concerning the following:

1. Services of the represented employment office
2. Procedures to follow in making use of the services
3. Services which the employment office does not provide
4. Pointers on filling out all types of job applications, going for job interviews, etc.

WHAT IS THE BUREAU OF EMPLOYMENT SECURITY?

GUIDANCE

SENIOR HIGH

CURRICULUM FOCUS:

1. Make students aware of all of the services offered by the Bureau of Employment Security

CAREER EDUCATION FOCUS:
(DELLA Statement)

#42 Know external factors affect decision-making and vice-versa
#67 Acquire basic consumer skills

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Director of your local Bureau of Employment Security Office

INSTRUCTIONAL PROCESS:

Arrange for the director or another employee of the local Bureau of Employment Security Office to address the classroom or smaller groups of students on all of the services available to them. Make sure all students get to hear the presentation and get a chance to ask questions. Ask the speaker to focus on exactly how students and new high school graduates can make use of the services.

PROVIDING EMPLOYMENT INFORMATION

GUIDANCE

SENIOR HIGH

CURRICULUM FOCUS:

1. Provide employment information to students.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#14 Understand interrelationship between education and work
#17 Recognize role of education in career and life goals
#24 Understand variety and complexity of occupations and careers

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Looking Ahead to a Career-A Slide Series
(U.S. Department of Labor, 1975)

INSTRUCTIONAL PROCESS:

The slides present pertinent information on the make-up of the labor force and predictions of employment by 1985 in graph form. The counselor should adopt information appropriate for their interest and ability levels. The script could be recorded on an audio tape.

The counselor could use these materials with small groups or classroom-size groups and inform teachers that they are available for integrative use. Interest levels can be kept higher if the counselor asks the students about their career interests and then spends more time looking at the predictions for those careers.

ASK AND YOU SHALL RECEIVE - A JOB

GUIDANCE

SENIOR HIGH

CURRICULUM FOCUS:

1. Writing skills
2. Develop oral and written communication skills
3. Develop interpersonal relationships
4. Develop self-reliance and interdependency

CAREER EDUCATION FOCUS:
(DELLA Statement)

#12 Develop the necessary socialization skills
#22 Acquire skills, good work habits in preparing for a career
#27 Understand process of developing a "career."
#31 Develop positive attitudes toward employment
#54 Understand the relationship between occupational roles/ personal economics/life styles

ESTIMATED CLASS TIME: Four class periods

ESSENTIAL RESOURCES:
Pencil, paper, handout - Where To Look For A Job (attached)

INSTRUCTIONAL PROCESS:

1. Present the Biblical statement, "Ask and you shall receive."

2. Have student make a list of where to look or a place to go to find a job.

3. Discuss their lists with the class in general.

4. Handout "Where To Look For A Job."

5. Review the handout with the class.

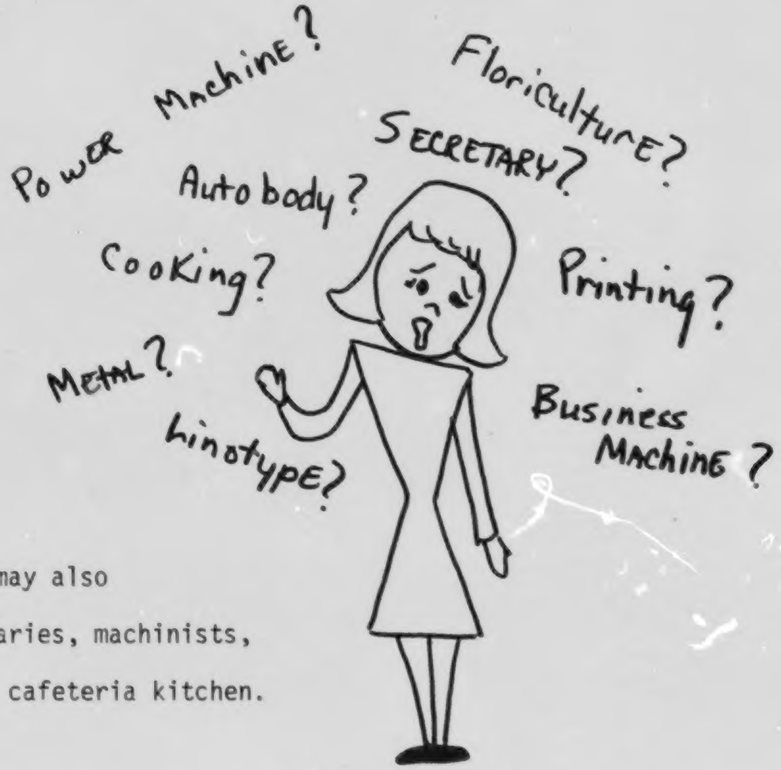
6. Point out the following to the class:

   a. You must ask for the job.
   b. Asking does not compromise your pride.
   c. Asking does not reduce your potential.
   d. Employers ask for employees.
   e. You must ask to receive a job.

WHERE TO LOOK FOR A JOB

When you are looking for a job, look for a job that you learned in your vocational education. If you are a printer you would not want to work in a greenhouse. If you are in floriculture you would not want to work in autobody. If you are in power machines you would not want to work in a business office. Pick a job doing something you understand and enjoy.

Remember, some places may have different jobs available. A large factory that makes paper boxes may need printers, secretaries, electricians, carpenters and heating men. A large newspaper would need linotype operators, but they may also need electricians, secretaries, machinists, and people to work in the cafeteria kitchen.


Power Machine?
Floriculture?
Secretary?
Autobody?
Cooking?
Printing?
Metal?
Business Machine?
Linotype?

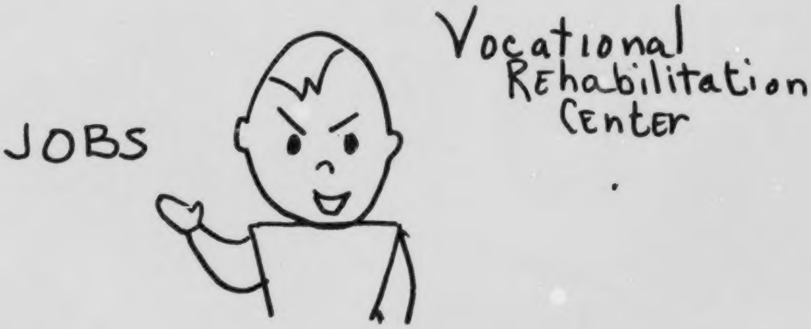
Here are some places where you can find out about jobs.

1. Look in the classified section of the newspaper.

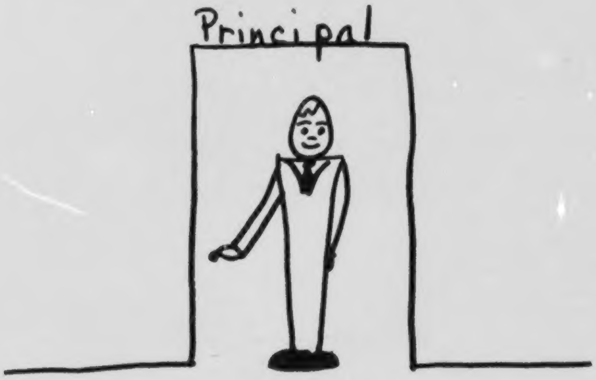
Help - Male and Female 34

REAL ESTATE SALES Full time & part time openings for aggressive sales persons. Unlimited earnings. Experience not necessary, will train. Call Mr. Leamart, EX3-4252
SCHOOL BUS DRIVER ETC.

2. Ask the Vocational Rehabilitation counselor about jobs available in your area.



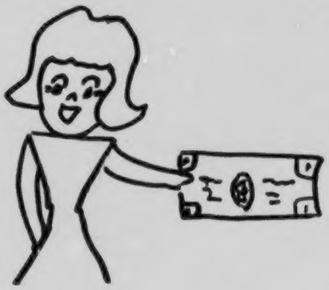
3. Ask in the Boys or Girls Vocational principal's office about job opportunities.



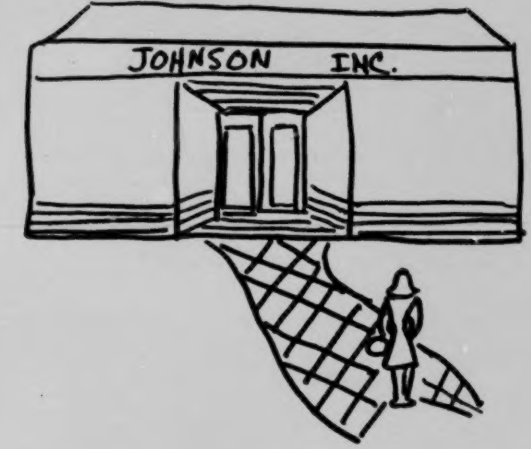
4. A friend or relative may tell you about a job.

5. Read about job opportunities in trade magazines.

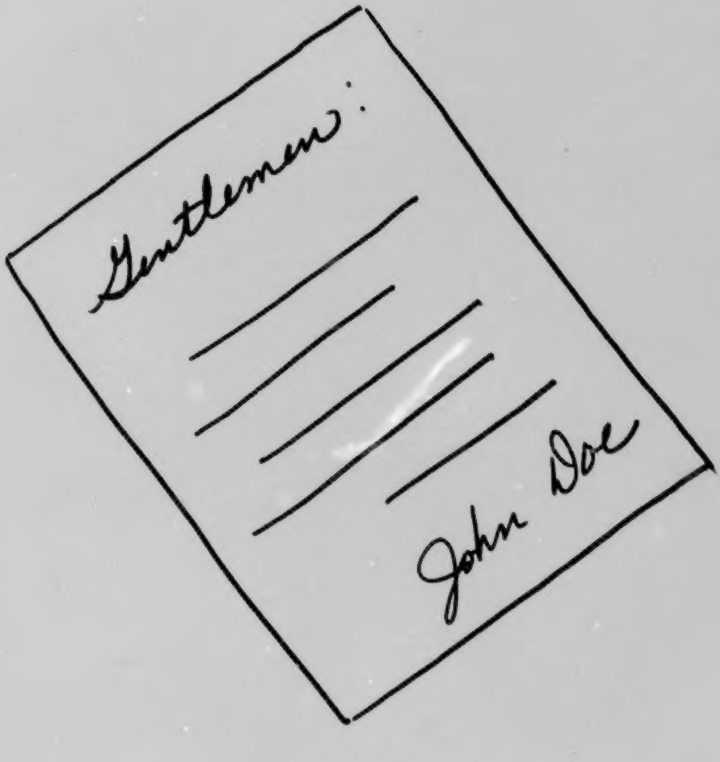
6. An employment agency can help you find a job. (Remember, you have to pay the employment agency if they find you a job.)



7. Visit places where you would like to work and ask if there are any jobs available.


JOHNSON INC.

8. Write to places where you are interested in working and ask about job opportunities.


Gentlemen:
John Doe

SUCCESSFUL CAREER EDUCATION FIELD TRIPS

GUIDANCE

CURRICULUM FOCUS:

1. Planning field trips
2. Serving as a liaison between school and community.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#21 Recognize relationship: school environment/larger society
#24 Understand variety and complexity of occupations and careers
#26 Determine characteristics/qualifications of occupations
#31 Develop positive attitudes toward employment

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:
List of community resources

INSTRUCTIONAL PROCESS:

Offer your services to teachers as a helper in planning and carrying out Career Education Field Trips.

1. Planning: Get involved early in the planning. Help teachers focus their purposes and expectations. Suggest that students help plan the trip.

2. Preparation: Make sure students have a clear concept of purpose of a field trip. Help them prepare for what they will see, questions they should ask, appropriate behaviors, what they should be prepared to do in the way of follow-up to the trip.

The counselor could offer to be the liaison person between the school and the community by suggesting places to visit to the teachers, and making very clear to businesses and industries the focus of the trip. Make sure all proper and clear communication is taken care of. Visit places in advance.

3. Offer to help chaperone the trip. Help keep the trip's purpose focused as it progresses.

4. Offer suggestions to the teacher on debriefing the students. Help with the follow-up activities.

The counselor may wish to put field trip suggestions in writing as well as the services he/she can render.

CAREER EXPLORATION EXPERIENCE

GUIDANCE

CURRICULUM FOCUS:

1. An individual field trip to observe an occupation.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#14 Understand interrelationship between education and work
#26 Determine characteristics/qualifications of occupations
#35 Be aware of the value of acquiring marketable skills

ESTIMATED CLASS TIME: Variable

ESSENTIAL RESOURCES:
Businesses, school administrators, and students willing to work together; needed application and permission forms.

INSTRUCTIONAL PROCESS:

The basic idea is to provide students with an opportunity to learn about an occupation by observing it for a day. Administrative details for such an undertaking are many and would need to be handled according to the accepted practices of your school. Details such as application forms and procedures, parental permission forms, permission from school officials, insurance coverage, providing counselor time for coordination and business contact, etc. need attention.

Two different procedures could be used-students make the visits individually providing their own transportation, or they take a group by bus, being dropped off at various businesses according to their choice.

Requiring students to do some research on the occupation to be observed before the actual observations and having students evaluate their experiences and give feedback to other students orally or in writing could help the students learn more and take the experience more seriously.

The attached forms may be helpful for suggestions and further explanations.

CAREER EXPLORATION EXPERIENCE

Information Form

DESCRIPTION

The basic idea of Career Exploration Experience is to provide students with the opportunity to spend a day or two with workers in occupational fields they are seriously considering. The students will be able to observe first hand the desirable as well as undesirable aspects of the occupation. They will be able to ask questions of someone who is experienced in the occupation. They will, resultantly, be better prepared to make the important vocational decisions demanded of them.

PROGRAM GUIDELINES

The following guidelines will be used to implement the Career Exploration Experience program during its first year.

1. The Career Exploration Experience for any one student will not last more than one day (except in the case of very involved work expectations), and may not be repeated more than once in any school year.

2. The student will receive no pay during the experience. He is not expected to take part in any work activities. The experience is designed to be primarily observational in nature.

3. A student will not be placed at a business where he is or has been employed.

4. A student will not be placed with a parent unless it is impossible for the student to observe the parental occupation during off-school hours.

5. Eligible students will apply for participation through the following steps:

   a. Talk with the school counselor about the suitability of this kind of experience for the student.

   b. Complete an Application Form.

   c. Complete an Occupation Fact Form for the occupation to be observed.

   d. Talk with the vocational counselor about possible observation stations.

   e. Have parents sign the Parent Involvement Form and return the form to the school counselor.

6. A Career Exploration Evaluation Form will be completed and returned to the school counselor on the day following participation in CEE.

7. Parents will need to sign the Parent Involvement Form, thus giving their permission for their son or daughter to participate, certifying that they have adequate accident insurance coverage, and waiving rights to hold the school district and involved businesses liable.

8. Parents and students shall be responsible to provide transportation to the observation stations.

9. The vocational counselor shall be responsible to work with businesses in the area to find suitable observation stations for the applicants, and to visit the students while they are at observation stations.

STUDENT GUIDELINES

Students are on the receiving end of the Career Exploration Experience. To get the most out of the experience and make sure the program is continued, students should follow these guidelines:

1. Remember you are the guests of the business or industry you visit. Do not be demanding or disrespectful. Be a good guest.

2. Appear on time at the agreed upon place and stay for the full time agreed upon. Call the cooperating business and the school office if you are ill on the planned day.

3. Be prepared to gain the most you can from the experience. Get enough sleep the night before. Be sure of the details of your assignment. Be prepared to ask plenty of questions.

4. Respect any safety requirement your host may place on you.

5. Be friendly. Get acquainted with all personnel you may be observing or working near. Get their impressions of their work.

6. Carry or be prepared to buy your lunch.

7. Dress appropriately for the occupation you plan to observe.

8. Gather information while on the job to complete the Career Exploration Evaluation Form. Complete the form by the day following your visit and return it to the school office.

9. This will not be a day away from education--just a day away from the school building.

CAREER EXPLORATION EXPERIENCE

Application

Name______________________________Date__________

Home Address____

School Curriculum_______________Homeroom____Age__________

What are your career goals?______________________________

____

How much education are you willing to get in order to enter an occupation?

_______nothing beyond high school

_______on the job training

_______one or two years at a technical school

_______four or more years of college

What work experiences have you had, even if not paid? Circle the job you now have, if any.

Employer	Kind of Work	Pay/hr.	Dates

What occupations would you like to explore through first hand observation? List them in order of preference.

1.____________________ 3.____________________

2.____________________ 4.____________________

What specific businesses or industries do you wish to visit in order to explore the occupation(s) listed above?

1.____________________ 3.____________________

2.____________________ 4.____________________

From what sources (books, persons, etc.) have you already learned about the occupation(s) you are interested in exploring?

____

____

CAREER EXPLORATION EXPERIENCE

Occupational Fact Form

Name__________________________________ Date____________

Occupation Title__________________________________

List all the work activities you may be expected to perform in this occupation.

A worker in this occupation deals primarily with:

____Facts and Figures ____People ____Things

How much general learning ability is required for workers in this occupation?

____High ____Average ____Low

How much education is required for entry into this occupation?

__________elementary school

__________high school

__________one or two years at a technical school

__________four or more years of college

What working conditions usually accompany this occupation?

What physical demands are made on workers in this occupation?

How many hours per week are usually demanded of this occupation?__________

What wages might you expect to make in this occupation?

As a beginner $______per hr., wk., mo., yr. (circle one)
Experienced $______per hr., wk., mo., yr. (circle one)

What specific things do you think you might like or dislike about this occupation?

Like

Dislike

CAREER EXPLORATION EXPERIENCE

Parental Involvement Form

I have read the information about the Career Exploration Experience. I understand the responsibilities of students who participate and the responsibilities of involved parents.

I give my permission for my son/daughter, ______________________________ ________________, to participate in the Career Exploration Experience on ______________________________. (date)

I understand that I or my son/daughter will need to supply transportation to and from the observation station.

I certify that I have an adequate amount of the needed type of accident and health insurance coverage to cover costs resulting from possible accidental injury or death during the Career Exploration Experience.

I voluntarily waive my rights to hold the ______________________________ School District and any of its employees liable for any injury of any cause that may happen to my son/daughter during the Career Exploration Experience. I further, will not hold responsible any cooperating business or non-profit organization or its employees for any injury of any cause that may happen to my son/daughter during the Career Exploration Experience. I exempt the above mentioned persons from liability for the safety of my son/daughter whether they are acting in an official capacity or in an individual capacity.

______________________________ (Date)

______________________________ (Parent/Legal Guardian)

CAREER EXPLORATION EXPERIENCE

Career Exploration Evaluation Form

Student Name ______________________________ Date __________

Occupation Explored ____

Business Visited ____

Business Address ____

Name of your host(ess) _____________________________________

Other persons with whom you associated _____________________

____

Arrival time _______________ Leaving time __________________

Information you learned about this occupation:

Exact work activities ______________________________________

____

____

Education required ____

Physical demands ____

Working conditions ____

Working hours ______________ Salary $______ per hr., wk., mo., yr.
(circle one)

Write brief account of all your activities during this exploration experience:

____

____

____

____

____

____

____

On the other side of this form, indicate what you liked and disliked about what you observed of this occupation.

CAREER EXPLORATION EXPERIENCE

Placement Listing Form

Student Name & Grade	Application	Occupational Fact Form	Parental Involvement	Business Name & Address	Date	Evaluation

APPRENTICESHIPS

GUIDANCE

SENIOR HIGH

CURRICULUM FOCUS:

1. Help students be aware of and plan for apprenticeships in local industries.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#13 Acquire vocabulary for educational planning
#14 Understand interrelationship between education and work
#16 Understand need for continuing education in a changing world
#26 Determine characteristics/qualifications of occupations

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Resource persons from a local industry that offers apprenticeships.
A career tape on apprenticeships (Macmillan Library Services).

INSTRUCTIONAL PROCESS:

Arrange for juniors and/or seniors interested in learning more about apprenticeships to meet twice. During the first period, present general information about apprenticeships by using the Career tape from Macmillan and other printed information that may be locally available.

During the second period, have one or two representatives of the local apprenticeship programs talk with the group about exactly what is available and how to apply for acceptance in these programs. Allow time for questions. Give the students a list of all apprenticeships locally available and indicate where they can learn about apprenticeship programs in other areas of the country.

VOCATIONAL EDUCATION OPPORTUNITIES

GUIDANCE

CURRICULUM FOCUS:

1. Make students aware of all vocational training options available to them during and following high school.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#15 Be aware of multiplicity of skills, knowledge in education
#16 Understand need for continuing education in a changing world
#17 Recognize role of education in career and life goals
#18 Recognize developmental processes occurring in and out of school

ESTIMATED CLASS TIME: 1 class period

ESSENTIAL RESOURCES:
Counselor prepared list and information about all educational options available to students in your school.

INSTRUCTIONAL PROCESS:

Meet with all of the students in one grade level in classroom groups in your school. Present the vocational training options available to them both during and after high school. The best grade level for this presentation would be during the year when they first have the option for signing up for a high school vocational program. Meet with all students regardless of ability level. High academic ability students may have high interests and abilities in what have traditionally been classified as vocational subjects.

Be sure to let students know where they can go for information if they develop an interest in vocational training at a later time.

"SHIFT WORK," A WAY OF LIFE

GUIDANCE/VOCATIONAL EDUCATION

CURRICULUM FOCUS:

1. Develop awareness that shift work is a part of many career fields.
2. Understand the need for and the application of the shift work life styles.
3. Emphasize that some jobs in a career field may require various shifts for long periods of time.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#03 Understand relationship: self-characteristics/performance
#20 Develop basic attitudes needed for entry/success in a career
#25 Understand how occupations relate to functions of society
#30 Realize: work is an integral part of the total life style

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Handouts showing shift work (attached)
Transparencies, overhead projector, projection screen

INSTRUCTIONAL PROCESS:

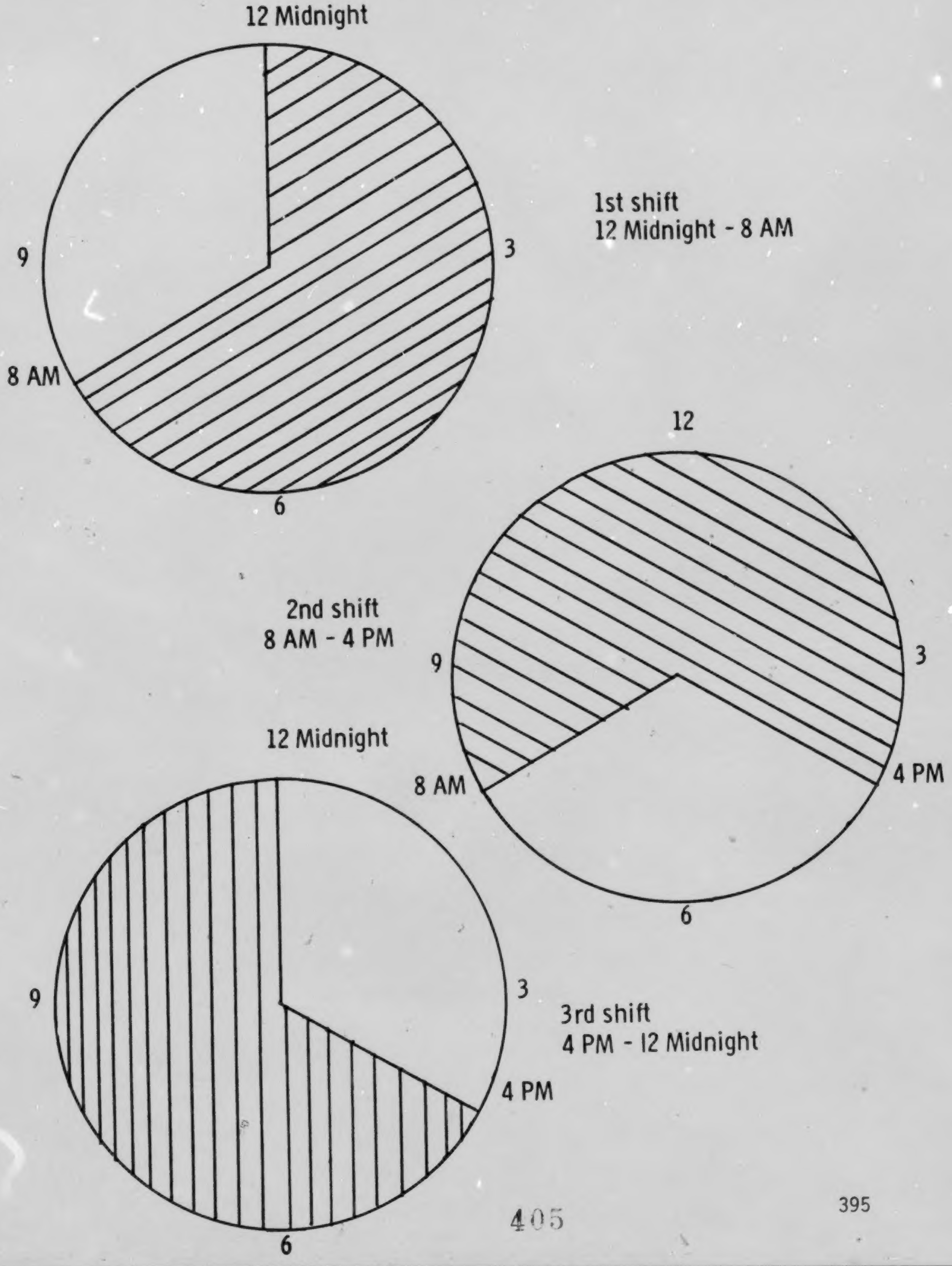
1. Define "Shift Work" and explain reasons for this method of working.

2. Develop an understanding that shift work may require some "life-style" changes or concepts.

3. Ask students to give some advantages and disadvantages of shift work, making a list of their responses on the blackboard.

4. Shift work is a part of many career fields. Associate shift work as it affects economical and social interrelationships.

SHIFT WORK


12 Midnight
9
3
8 AM
6
12
9
3
8 AM
4 PM
6
12 Midnight
9
3
4 PM
6

1st shift
12 Midnight - 8 AM

2nd shift
8 AM - 4 PM

3rd shift
4 PM - 12 Midnight

WHAT I NEED TO BE SUCCESSFUL IN MY CAREER

GUIDANCE

SENIOR HIGH

CURRICULUM FOCUS:

1. Writing skills
2. Developing of oral and written communication skills
3. Self evaluation of attitudes and/or skills

CAREER EDUCATION FOCUS:
(DELLA Statement)

#03 Understand relationship: self-characteristics/performance
#11 Develop tolerance/flexibility in interpersonal relationships
#12 Develop the necessary socialization skills
#22 Acquire skills, gook work habits in preparing for a career

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Paper
Pencil
Handout - How to put the "B" on success. (Attached)

INSTRUCTIONAL PROCESS:

1. Have each student write a short essay or list the factors that he or she thinks are the most important contributing factors to a person's success in a career.

2. Let those students that care to share their ideas with the class read their lists.

3. Have each student place a priority on their list by placing the number 1 in front of the most important, a 2 in front of the next important, etc.

4. Have the student place a circle around the priority number that he thinks he or she possesses.

5. Hand out the "How to put the "B" on success".

NOTE: No student response required here. Except any student that wishes to comment.

6. Ask the students to look over the handout and invite their attention to the last two lines.

7. The career that you choose will probably demand all of these attributes. Each different career will require different degrees of these personal traits.

8. Personal attitudes and skills may dictate the career you choose if you are to "B" successful.

HOW TO PUT THE "B" ON SUCCESS...

B

. . . . .ADVENTUROUS
. . . . .ENTHUSIASTIC
. . . . .INVENTIVE
. . . . .AMBITIOUS
. . . . .INTELLIGENT
. . . . .TRAINED
. . . . .COOPERATIVE
. . . . .FLEXIBLE
. . . . .FAIR
. . . . .GOOD HUMORED
. . . . .PATIENT
. . . . .OPTIMISTIC
. . . . .INDUSTRIOUS
. . . . .CREATIVE
. . . . .ACCURATE
. . . . .NEAT
. . . . .DEPENDABLE

4 SQUARE

If you make a mistake, be big enough to admit it.

How many of these qualities can we honestly say we have? Let's check up. How many other "B's" should be listed?

PREPARING FOR A JOB INTERVIEW

GUIDANCE

CURRICULUM FOCUS:

1. Emphasize the importance of an interview, both to the employer and the applicant.
2. Develop an awareness within the student that certain rules have developed for interviews.
3. Encourage the student to follow established practices to increase his chances of being successful at an interview.
4. Familiarize the student with the standard procedures before and during an interview.
5. Develop a vocabulary consistent with the world of work.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#01 Develop vocabulary of self-characteristics
#11 Develop tolerance/flexibility in interpersonal relationships
#22 Acquire skills, good work habits in preparing for a career
#26 Determine characteristics/qualifications of occupations
#31 Develop positive attitudes toward employment
#32 Realize one's success in work is affected by one's attitudes
#38 Develop entry level skills in area of occupational interest
#40 Apply vocabulary of career exploration to decision-making
#48 Understand the need to take responsibility for own decisions

ESTIMATED CLASS TIME: 45 minutes

ESSENTIAL RESOURCES:
Handout, "The Interview" (attached)
Pencil, overhead projector, transparencies

INSTRUCTIONAL PROCESS:

1. Emphasize the importance of the interview in the following areas:
    a. Personal interrelationship
    b. Oral communication
    c. Two-way transfer of ideas
    d. Economic negotiation
    e. Decision-making (accept or reject position)
2. Relate rules of conduct and appearance expected for an interview.
3. Stress that the interview usually results in acceptance or rejection based on how the two people perceive each other.
4. Have students complete last page of handout and discuss the form using transparencies of the forms.

THE INTERVIEW

The interview (in´tər vū) is where you meet and talk to the person who will give you the job. Remember to bring your Social Security card.

CLOTHES FOR THE INTERVIEW

1. Your clothes should be clean and pressed.
2. Your clothes should be in good taste. You should not have wild or fancy clothes for an interview.
3. Boys should have on a coat and tie or a nice sweater.
4. Girls should wear a dress or a skirt and blouse. Girls should not wear slacks or shorts to an interview.
5. Make sure your shoes are neat, clean, and polished.

PERSONAL APPEARANCE FOR THE INTERVIEW

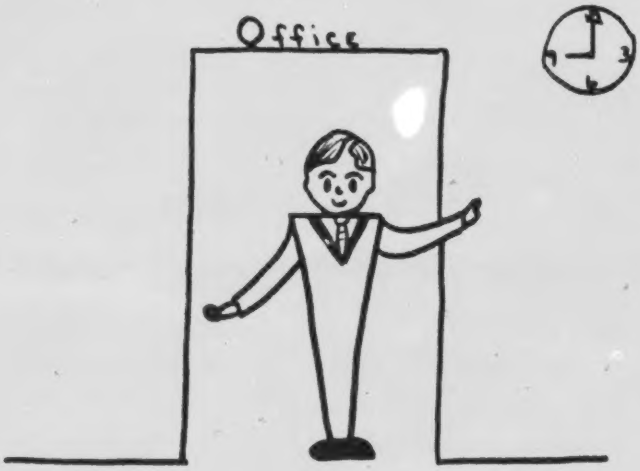
1. Be neat and clean.
2. Take a bath or shower before dressing for the interview.
3. Make sure your hands are clean. Your fingernails should be clean and trimmed.
4. Make sure your teeth are clean and your breath is fresh.
5. Boys, be sure to shave before going to the interview.
6. Girls, do not put on a lot of perfume or very heavy makeup.
7. Make sure your hair is neat.

   Boys, get a haircut if it is needed.

   Girls, do not go to an interview with their hair in curlers.

   Both boys and girls should neatly comb their hair.
8. Do not drink any alcoholic beverages before going to an interview.

BE ON TIME FOR THE INTERVIEW



It is very important that you are on time for the interview. If the interview is at 9 a.m. be there at 9 a.m. Do not be late. If you are late the interview the boss may think you are not interested in the job or are a lazy person.

HOW TO ACT FOR THE INTERVIEW

1. Remember your manners. Be polite.
2. Have good posture. Stand and sit straight.
3. Do not chew gum during the interview.
4. Pay attention to the person interviewing you.
5. Be relaxed during the interview.

PRACTICE WORK FOR VOCABULARY

1. What is your present address? ______________________________

____

2. What is your permanent address? ______________________________

____

3. Write your last previous address. ____________________________

____

4. Print your name. ____

Last First Middle Initial

5. What was your mother's maiden name? __________________________

6. What is your Social Security number? __________________________

7. How many years have you resided in Pennsylvania? ______________

8. Are you a United States Citizen? __________

by Birth? ________

by Naturalization? ________

9. Do you pay board? __________

10. If you were applying for a job what would be the name of the applicant?

____

First Middle Last

JOB PLACEMENT SKILLS

GUIDANCE

SENIOR HIGH

CURRICULUM FOCUS:

1. Provide education for students on basic skills needed for employment and life after school.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#12 Develop the necessary socialization skills
#14 Understand interrelationship between education and work
#37 Develop necessary educational/occupational competency

ESTIMATED CLASS TIME: At least 10 class periods

ESSENTIAL RESOURCES:

Job Placement Kit, (developed by Hazelton Area Vo-Tech School, 23rd and McKinley Streets, Hazelton, PA 18201 One copy of this kit should be located in each Vo-Tech school in Penna.)

INSTRUCTIONAL PROCESS:

Plans should be made for every student who graduates from high school to have had instruction in the basic skills covered in this kit. The slide/cassette is designed for individual useage. Enough copies of the booklets could be made available for classroom groups.

The materials could be used in small group work or classroom - size groups. Counselors could direct the learning or teachers could use it as part of an English or social studies class. Whatever instructional process is used, the counselor should be integrally involved in the instruction. For example, the counselor could offer to role-play an employer when the personal interview is being discussed, or help arrange for a business person to discuss with the class what he/she is looking for in employees during the lesson concerned with employer expectations.

LIFE CAREER GAME

GUIDANCE

SENIOR HIGH

CURRICULUM FOCUS:

1. Develop decision-making skills around educational and career possibilities.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#05 Recognize relationship: self-characteristics/decision-making
#43 Recognize restrictions in the decision-making process
#45 Develop criteria for judging how careers meet life goals
#48 Understand the need to take responsibility for own decisions

ESTIMATED CLASS TIME: 10 class periods

ESSENTIAL RESOURCES:
"Life Career Game," (Bobbs-Merrill Co., Educational Division)

INSTRUCTIONAL PROCESS:

Set up a group guidance program especially for upper-ability college-bound students who seem to be having problems deciding on exactly what they want to do with their lives--educationally and occupationally. Work with groups of not more than ten students. Get the group started playing the Life Career Game. Let them work through it during each meeting time, being available as a resource person and being aware of the parts of the game that seem to present the situations that are most pertinent to that particular group of students.

Be sure to spend enough time on debriefing and the application of game situations to the real life situations of the students.

SMALL GROUP SELF-DIRECTED SEARCH

GUIDANCE

SENIOR HIGH

CURRICULUM FOCUS:

1. Group guidance in career decision making

CAREER EDUCATION FOCUS:
(DELLA Statement)

#02 Develop knowledge of unique personal characteristics
#26 Determine characteristics/qualifications of occupations
#49 Develop effective decision-making strategies and skills

ESTIMATED CLASS TIME: Four --five class periods

ESSENTIAL RESOURCES:
Copies of The Self-Directed Search and The Occupations Finder (Consulting Psychologists Press) for each student

INSTRUCTIONAL PROCESS:

Small groups of students (not more than 10) can be chosen in many ways: the counselor and teachers can identify students with a need. The counselor can form groups on a self-referred basis, etc.

Using the Self Directed Search as a basis for discussion and activities, help students become aware of their unique abilities and interests and guide them in matching these with appropriate careers.

After the students identify a career or several careers that seem appropriate to their interests and abilities, have them use other resources such the Dictionary of Occupational Titles or The Occupational Outlook Handbook to further explore the career(s) and narrow down their career possibilities.

KEEPING UP WITH THE WORKING WORLD

GUIDANCE

CURRICULUM FOCUS:

1. Relating education to the world of work.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#19 Realize technological changes demand retraining of workers
#47 Develop a receptivity for new ideas/exploration of new ideas
#53 Understand the relationship: technology/world of work
#27 Understand process of developing a "career"

ESTIMATED CLASS TIME: One or two class periods

ESSENTIAL RESOURCES:

Occupational Outlook Handbook, and/or other job descriptions, information from area educational institutions on continuing an adult education, information about on-the-job training (e.g. Bell Telephone, IBM).

INSTRUCTIONAL PROCESS:

Present students with the idea that growth and changes in demand in our society mean that increasing numbers of workers will have to keep up-to-date with their present careers or even change careers in their middle years. Ask students to list jobs which one must keep up with and some of the ways this is done. (e.g. doctors-journals, medical conventions; hairstylists-trade and fashion magazines). Point out that continuing one's education in the adult years is more and more tending to become the norm rather than the exception. Discuss technological change itself and how it affects workers by outmoding and eliminating some jobs at the same time it creates new jobs. Discuss the roles business and industry play in training employees and in educating individuals to work in new areas. Talk about the factors that are making it more and more common for people to change careers in middle life (e.g. longer life expectancy, more opportunity through social and technological changes, awareness of changes in one's own interests). Give examples of careers that can "branch" into a variety of other careers. Emphasize that it is often by keeping in touch with one's own interests and abilities that one's able to progress and grow in the working world.

PREPARING ALL STUDENTS TO BE PRODUCTIVE WORKERS

GUIDANCE

CURRICULUM FOCUS:

1. Instruct all students on attitudes and basic skills needed to be productive workers

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#14 Understand interrelationship between education and work
#22 Acquire skills, good work habits in preparing for a career
#25 Understand how occupations relate to functions of society
#35 Be aware of the value of acquiring marketable skills

ESTIMATED CLASS TIME: One grading period

ESSENTIAL RESOURCES:
A textbook or curriculum, such as: Succeeding in The World of Work (McKnight Publishing Company)

INSTRUCTIONAL PROCESS:

As part of the counselor's role as a consultant in the total educational process, suggest to appropriate administrators and teachers that a required mini-course be adopted by the school that would include basic skills in finding work and in becoming productive workers. Social studies classes would possibly be an appropriate area where this unit could be taught. Juniors or seniors would be more developmentally ready for this unit.

A number of publishers have materials that can be used. The counselor may need to offer to teach or team teach the unit during the first year or two. Then he/she should be available as a consultant and resource person.

JOB SURVIVAL SKILLS

GUIDANCE

CURRICULUM FOCUS:

1. Help students prepare for the world of work.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#03 Understand relationship: self-characteristics/performance
#12 Develop the necessary socialization skills
#22 Acquire skills, good work habits in preparing for a career
#33 Develop personal habits which are socially valued

ESTIMATED CLASS TIME: 15 class periods

ESSENTIAL RESOURCES:
"Job Survival Skills," a kit of filmstrip/cassettes, games, and other materials (Singer Educational Division)

INSTRUCTIONAL PROCESS:

This would be a good set of materials to use in a group guidance situation, especially with potential dropouts or with students who will move into the work force directly from high school. It helps prepare them attitudinally as well as equipping them with skills for successful job application and employment. The instructional process would work best if the counselor could meet with the students on fifteen consecutive days rather than once a week.

Alternative - have a social studies or English teacher present Job Survival Skills as a unit, using the counselor as a resource, or team teach the kit with a teacher.

WHY PEOPLE ARE FIRED

GUIDANCE

CURRICULUM FOCUS:

1. Relating in a work situation

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

3 Understand relationship: self-characteristics/performance
#11 Develop tolerance/flexibility in interpersonal relationships
#21 Recognize relationship: school environment/larger society
#33 Develop personal habits which are socially valued

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Sample job interview and periodic job rating sheets, to show other criteria than occupational skills by which employees and prospective employees are judged.

INSTRUCTIONAL PROCESS:

Present students with the following statement: "According to many experts, the majority of people who are fired, are fired not because they can not do their work, but for some other reason." On the black board, list the non-skill criteria from job evaluation sheets and discuss with students what is meant by and what is included under each category. List positive as well as negative criteria. Discuss the function of personality in various types of job situations and the need for individuals to continue to develop self-awareness and flexibility in dealing with situations and relationships.

CAREERS AND SALARIES

GUIDANCE

CURRICULUM FOCUS:

1. Learning how to make occupational choices.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#25 Understand how occupations relate to functions of society
#45 Develop criteria for judging how careers meet life goals
#54 Understand the relationship between occupational roles/personal economics/life styles
#57 Realize wages should not be sole basis for career choice

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:
Occupational Outlook Handbook

INSTRUCTIONAL PROCESS:

List on the blackboard 8 or 10 occupations and the median salary for each, including occupations such as trade-union, clerical, professional, etc. Lead the class in a discussion, using questions such as the following:

1. What do these salaries say about what we value in society?
2. How do salaries compare with the amount of training required and the time and expense of this training?
3. How is money a measure of value?
4. What are other measures of value? Why should they not be neglected in deciding what is important to the individual?

Ask students to theorize about where people in various occupations might live, what sort of lifestyle might go along with these occupations. What they could see as advantages as well as disadvantages that would go along with each occupation.

VALUES AND CAREER POTENTIAL

GUIDANCE	SENIOR HIGH
CURRICULUM FOCUS:	CAREER EDUCATION FOCUS: (DELLA Statement)
1. Learning about life styles 2. Decision making 3. Understanding the job values	#06 Understand and use the concept "role"

ESTIMATED CLASS TIME: Three class periods

ESSENTIAL RESOURCES:
A worksheet of job values and list of typical jobs. (attached)
Appropriate films or film strips.
The Dictionary of Occupational Titles, and the Occupational Outlook Handbook.

INSTRUCTIONAL PROCESS:

Introduce the concept of values through a class discussion. The discussions should center on defining values and noting the importance of values. May be of general significance.

Encourage students to think of their own values. Have them consider their own personal needs. Develop a list of these needs, possibly on a chalkboard or chart that the entire group can see. Then, when this list is reasonably complete, categorize all of these needs into the following five categories: Physical, Safety, Love and Belonging, Esteem, Self-Fulfillment.

Adults in our society fulfill many of their needs through careers. Careers can be selected more realistically if the students realize that needs and personal life style affect the role and satisfaction of the individual.

By carefully responding on the job values sheet (attached), the students will begin to identify some of their interests, their attitudes and probable life styles. Discussions about these identifications would be a value to all students.

A concluding activity would be to survey a list of typical jobs. Attempting to identify themselves with some of these activities in the adult world may give them some directions to their long-range planning. The intent is not to select a career or a job as of this time but to consider the possible opportunities in the world of work as related to the interest and the needs of the individual. Reference to the resources such as Dictionary of Occupational Titles and Occupational Outlook Handbook can supply references to specific jobs and careers.

WHAT I WANT FROM A JOB*

Directions: Study the left-hand column and then rate yourself in the center as to how important each job reward is to you. Leave right-hand column blank for now.

JOB REWARDS	VERY IMPORTANT	MODERATELY IMPORTANT	NOT IMPORTANT	TYPICAL JOBS
1. High income($20,000 a year)				
2. Middle income($8,000-$20,000 a year)				
4. Security				
5. Risk or adventure				
6. Interesting and varied responsibilities;chance to exercise initiative and make own decisions				
7. Short hours				
8. Vacations				
9. High standing in the community				
10. Early retirement				
11. Light, easy work				
12. Outdoor work				
13. Pleasant working conditions				
14. Variety of duites every day				
15. Same duties every day				
16. Chance to be creative				
17. Chance to be alone				
18. Chance to be with people				

TYPICAL JOBS*

Job Rewards	Typical jobs
1. High income (over $20,000 a year)	Some professions, large business and farms, high-level sales work, professional athletics, some jobs in entertainment
2. Middle income (8,000-$20,000 a year)	Most professions and business, skilled trade, some sales and technical work, some jobs in entertainment
3. Moderate or lower income (below $8,000 a year)	Clerical, some sales, operatives, service workers, laborers, farmers
4. Security	Government work, jobs with large companies having employee benefit plans, jobs in unionized industri
5. Risk or adventure	Some sales, jobs in advertising, entertainment, jobs abroad, starting a business or working for a new company
6. Interesting and varied responsibilities, chance to exercise initiative and make own decisions	Most professions, most businesses at management level, some outside sales, some craftsmen's jobs
7. Short hours	Most factory and routine office jobs
8. Vacations	Longest in teaching; also in government work of all kinds
9. High standing in the community	Jobs requiring high degree of skill and education
10. Early retirement	Policemen's and firemen's jobs, armed forces, some dangerous jobs such as mining
11. Light, easy work	Routine assembly jobs, light sales jobs, many clerical jobs
12. Outdoor work	Surveying, some construction work, some home maintenance work; forestry, wildlife management; greenhouse, nursery, and landscape work; tree surgery, orchard and farm work
13. Pleasant working	Jobs in modern factories, offices, supermarkets, air-conditioned stores

Job Rewards	Typical jobs
14. Variety of duties every day	Repair work of most kinds, saleswork, installation of machinery or appliances; some office jobs--especially in smaller companies; public relations work
15. Same duties every day	Routine typing and filing jobs, assembly jobs, cashier jobs
16. Chance to be creative	Tailoring and dressmaking, cabinetmaking and carpentry, jobs in commercial art, advertising writing, interior decorating, entertainment
17. Chance to be alone	Forestry, truck driving, some laboratory jobs, jobs as night watchman, nurseryman, greenhouse worker, some research or library work
18. Chance to be with people	Saleswork, social service work, receptionist jobs, legal, medical, dental work, jobs as waiters or waitresses, public relations work

"TAKING CARE OF BUSINESS"

GUIDANCE

CURRICULUM FOCUS:

1. Arrange for students to learn about how industry operates through own experiences

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#50 Develop vocabulary for understanding economic principles
#51 Be familiar with basic economic concepts
#58 Recognize worker productivity is influenced by rewards
#59 Acquire basic money management skills
#60 Be able to use economic information in decision-making

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:
Information from Junior Achievement on organizing a local chapter and other information on the organization of a new business.

INSTRUCTIONAL PROCESS:

The counselor could offer to serve as an advisor to a new Junior Achievement Club or organize a similar style of club that simulates the organization of a business. Have the club move through the stages of researching the need for a new product, selling shares, electing officers of the business, naming the business, setting up the process of manufacturing a product, selling the product, paying dividends to shareholders, etc.

KNOWING YOURSELF

GUIDANCE

CURRICULUM FOCUS:

1. Develop an insight into personal traits
2. Evaluate weak traits and decide on alternatives
3. Establish goals, re-evaluate decide on success rate

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#01 Develop vocabulary of self-characteristics
#03 Understand relationship: self-characteristics/performance
#12 Develop the necessary socialization skills
#22 Acquire skills, good work habits in preparing for a skill

ESTIMATED CLASS TIME: 35 minutes

ESSENTIAL RESOURCES:
Evaluation form (attached), pencil

INSTRUCTIONAL PROCESS:

1. The first step to success is to "know yourself."

2. "Knowing yourself" includes all and/or part of the following:
    1. Honesty with yourself.
    2. Evaluation of yourself.
    3. Set goals for yourself.
    4. Re-evaluate yourself.
    5. Decide on a course of action (or no action)

3. Distribute the evaluation form with directions for completing.

4. Discuss strong and weak points with those that wish to do so.

5. Have the students set goals by placing large "X" in the blocks where they would like to be in their own eyes.

6. Collect evaluation sheets and keep for future use. The follow-up evaluation should be performed using the same form so that each student can evaluate his progress. The time interval will vary for each group.

EVALUATION FORM

Name________________________________ Evaluation Period________________________

Occupation__________________________ Section______________________________

FACTORS	0	1-2	3-4	5-6	7-8	SCORE
1. COOPERATION Willingness to work well with others for the benefit of all; agreeable	Openly uncooperative	Reluctant to cooperate	Ordinarily cooperative	Always cooperative	Stimulates cooperation	
2. ATTITUDE TOWARD AUTHORITY Willingness to take and carry out orders.	Definitely resents authority	Accepts with resistance	Appears to accept well	Evidences accepting authority well	Appreciates need for authority	
3. ATTITUDE TOWARD LEARNING Willingness to learn new knowledges or techniques toward greater efficiency and growth	Definitely resists training	Accepts training only under pressure	Accepts training if sees advantage	Willingly accepts training	Constantly seeks more training	
4. LEARNING RATE Ability to learn new duties or jobs. Speed in mastering new routines.	Learning extremely difficult	Learns slowly with effort	Learns without difficulty	Learns readily in a short time	Needs little instruction	
5. RESOURCEFULNESS Having ideas. Devising ways and means. Applying imagination & ingenuity	Of no help in solving problems	Rarely offers a constructive solution	Has average supply of solutions	Resourceful even in an emergency	Exceptional in problem solving	
6. INTEREST Degree of enthusiasm for specific job and the organization in general.	Totally uninterested	Disinterested	Shows varying degrees of interest	Well motivated	High specific & general interests	
7. INITIATIVE Taking lead. Going ahead. Self-starting. Unafraid to proceed alone.	Never initiates	Waits for others to get started	Usually initiates	Frequently goes ahead	Unusually self-reliant, creative	
8. RESPONSIBILITY Assurance that assignment will be carried out.	Unreliable	Somewhat dependable	Usually dependable	Dependable conscientious	Dependable assumes much responsibilty	
9. ABSENTEEISM Absence from work station; total absence from school.	Very irregular	Irregular	Absences excusable	Almost always present	Exceedingly good record	
10. PUNCTUALITY Being on, or ahead of, time for work, appointment, etc.	Consistently tardy	Sometimes tardy	Usually on time	Punctual	Always punctual	
11. HOUSEKEEPING Maintaining working area neat and clean.	Very untidy & careless	Requires frequent checking	Satisfactory	Area always in good order	Superior	
12. QUANTITY OF OUTPUT Volume of work production.	Unsatisfactory amount	Barely meets minimum	Average output	Produces above average	Highest producer	
13. SAFETY Use of safety devises, guards for own protection and that of others.	Dangerously careless	Occasionally careless	Takes averages precautions	Careful	Unusually safety conscious	
14. USE OF MATERIALS Proper use of materials.	Very wasteful	Occasionally negligent	Satisfactorily economical	Almost no waste	Saves the shop money	
15. QUALITY OF WORK Accuracy of work production.	Careless & many errors	Work rejected repeat job	Work usually passable	Few errors within limits	Consistently good job	
16. TOOLS & EQUIPMENT Proper use of tools & equipment.	Misused all tools & equipment	Misused most tools & equipment	Satisfactory use of tools & equipment	Used most equipment correctly	Used all equipment correctly	
17. PERFORMANCE TESTS	Unsatisfactory	Below average	Average	Above average	Superior	
18. QUIZZES	Unsatisfactory	Below average	Average	Above average	Superior	
19. UNIT THEORY TESTS	Unsatisfactory	Below average	Average	Above average	Superior	
20. OTHER						

TOTAL SCORE:

Comments:

SELF-IMAGE AND BEHAVIOR

GUIDANCE

SENIOR HIGH

CURRICULUM FOCUS:

1. A person's self concept affects their behavior
2. A person's behavior affects their self concept

CAREER EDUCATION FOCUS:
(DELLA Statement)

#08 Develop a positive self-concept

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Search for Values Kit, Dimensions of Personality

INSTRUCTIONAL PROCESS:

Discuss the factors that make-up the self-concept. Volunteer yourself or ask students to volunteer a description of a past situation in which their self-image affected their behavior. Ask if they have had an experience where their own behavior changed their concepts of themselves? Favorably or unfavorably? How did they feel in those situations? Can we arrive at any generalizations about the relationship between self-concept and behavior? Ask the students to think about the behaviors that make them feel good about themselves. In what ways can those behaviors be maximized?

BACK TO BACK

GUIDANCE

SENIOR HIGH

CURRICULUM FOCUS:

1. To demonstrate the importance of feedback in communication with others.
2. To develop listening skills.
3. To increase confidence in others.
4. To increase communication skills.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#12 Develop the necessary socialization skills

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Multiple copies of block drawings. (See attached sheets)

INSTRUCTIONAL PROCESS:

Divide the class in pairs. Ask that students pair up with someone they do not normally see regularly in a social setting.

Have students turn their chairs back to back.

Give one student in each pair one of the easier drawings (attached). Inform the class that only the person with the drawing is allowed to speak. The other person must remain totally silent. The other person is given a blank sheet of paper and a pencil. The ones with the drawing are told to guide the other person through detailed directions toward reproducing a duplicate drawing on his own paper.

It is imperative that only the person with the drawing before him is allowed to speak!

The instructor should monitor the process. When a pair is finished they are to raise their hands, and the instructor marks the time required on a sheet of paper.

When this round is completed for everyone, the two members of each group reverse roles and new drawings are handed out. The process remains the same.

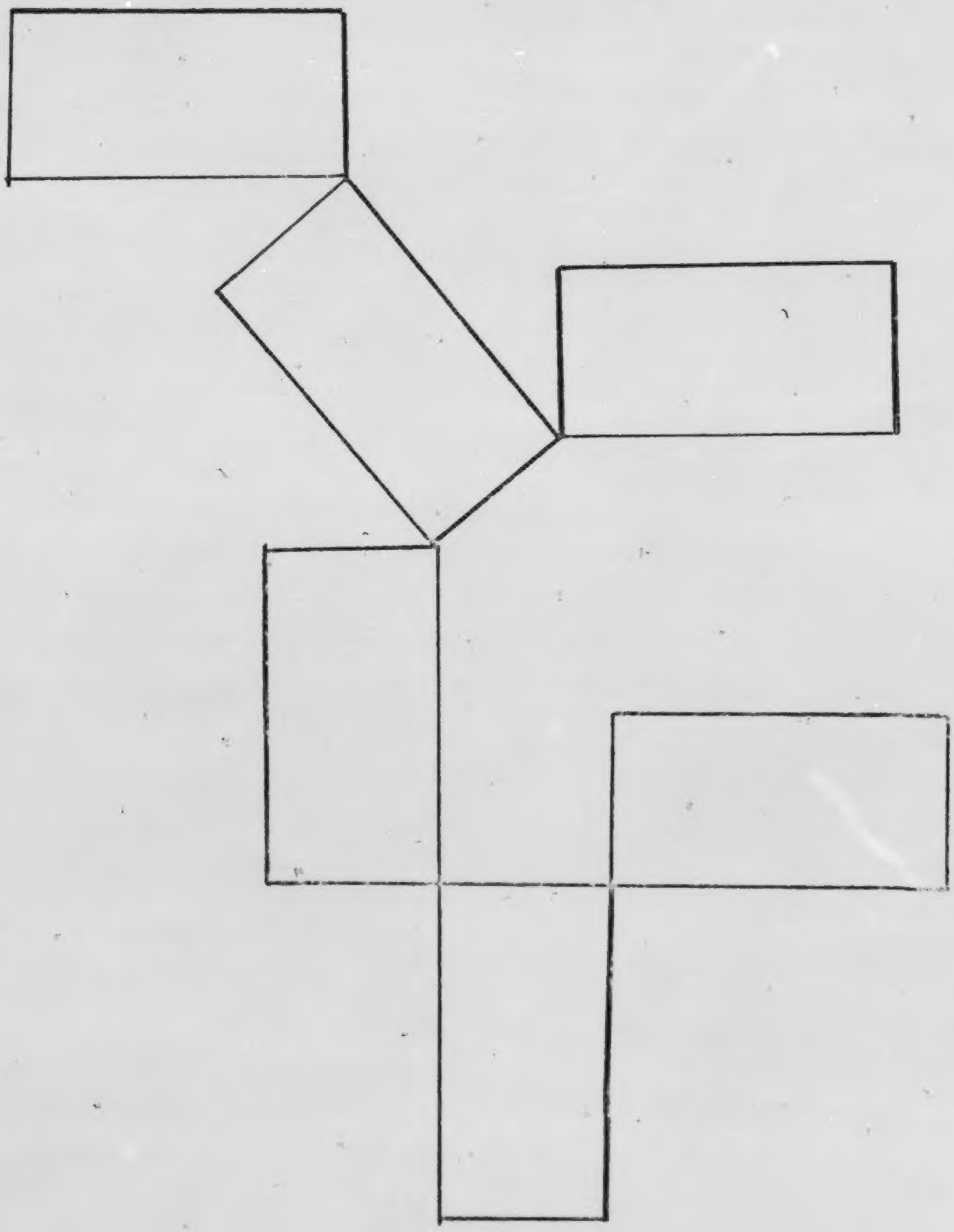
After this round is completed a more difficult type of drawing is passed out to each pair (attached). In this second phase the person attempting to duplicate the drawing is allowed to ask questions of the other person. Both members of the pair should go through the exercise also. The instructor will note the time required for this phase also.

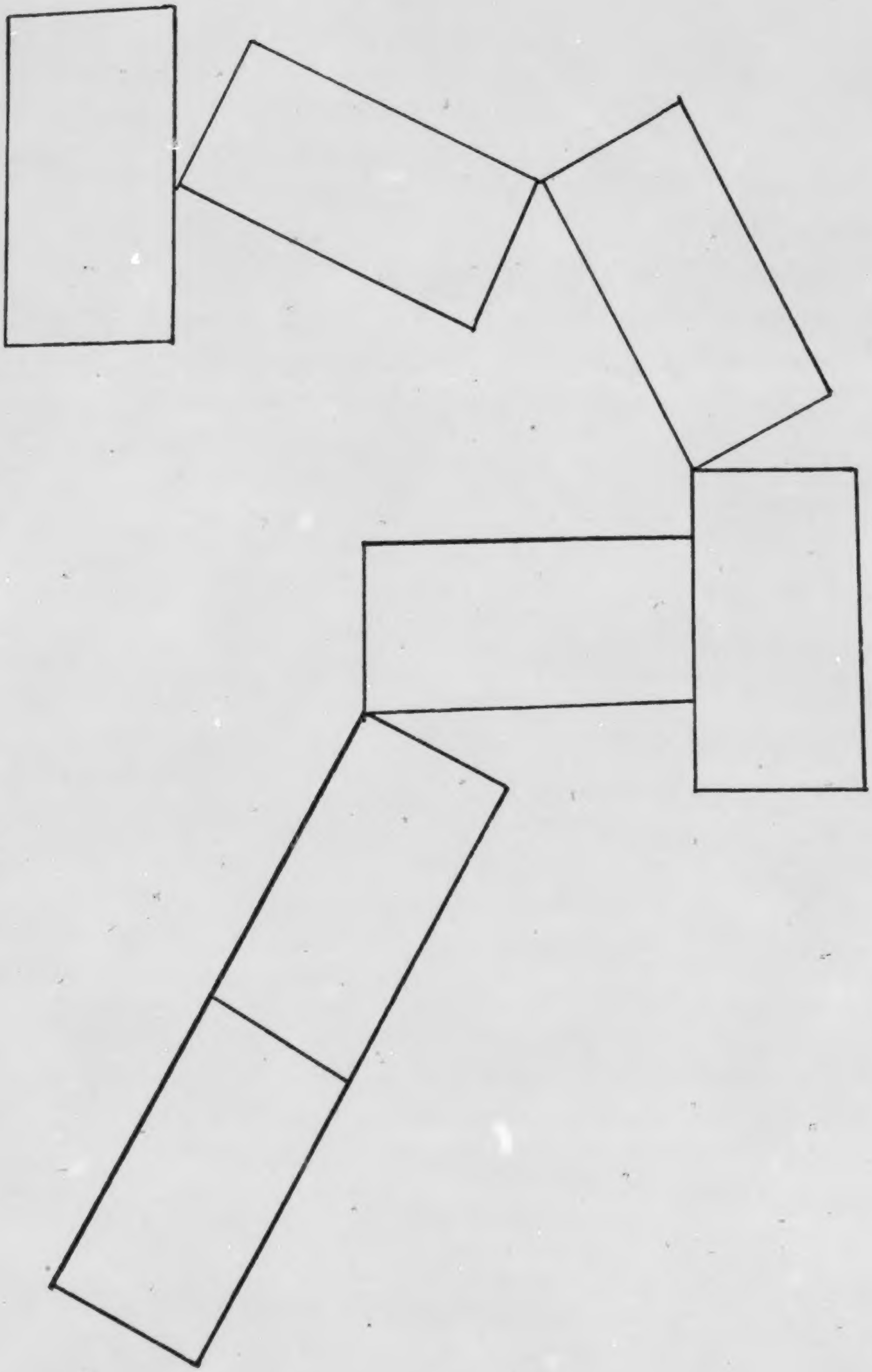
After this second phase is completed for everyone, it should appear that the more difficult drawings were done more accurately and in a quicker time.

As a summary ask the class why this was so. The obvious answer is that feedback helps make communication more effective and efficient.

Note: If you find that in the first phase students tended to communicate against the rules you could guard against this in the future by grouping in three's with the third person responsible for monitoring the process. This person could also time the activity. All three should have a chance to engage in the process, however, in all forms (director, drawer, observer). This will require more time being allowed.

The attached drawings are only examples. Other shapes can be included for more or less difficulty. Turning these drawings sideways or upside-down can give many different combinations, however, so few are really needed.





HEADLINES

GUIDANCE

CURRICULUM FOCUS:

1. To point out some of the sources of present and future identity .
2. To understand that identity is not only a personal concept but also involves our relationship to other persons, groups, constitutions, etc.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#06 Understand and use the concept "role"
#08 Develop a positive self-concep
#09 Recognize that development of self is constantly changing

ESTIMATED CLASS TIME: 1-2 class periods

ESSENTIAL RESOURCES:
Imagination and Insight

INSTRUCTIONAL PROCESS:

Present students with the following situation: You are on a camping trip with friends and you become separated from the group. The group looks all night but still cannot find you. The headlines of the local papers are dedicated to your mishap.

You are to write one headline that identifies who was lost yesterday. (Use your name only if you are well-known enough around your area that most readers would know you). In other words, what would the editors of the papers say in the headline that would indicate who was lost so as to best attract the attention of the readers?

Collect the headlines and read a few of them out loud (without reference to who wrote them, if at all possible).

You will find some headlines which show a rather strong sense of identity, in terms of roles at least (Example: "Star Athlete Missing," "Central Honor Student Lost," etc.).

Others will be identified only in terms of someone else. ("Mayor's Son Missing," "Search Continues For Local Minister's Son," etc.).

Some will be even less descriptive, identifying with such things as school ("Central Student Missing"), age group ("Local Teenager Missing") or community ("Jonestown Boy Missing").

Still others will be lacking in anything precise ("Girl Missing In Camping Trip").

These headlines are an excellent opportunity to examine identity through our membership in groups, the roles we play, or our association with others. Some of these can then be listed as sources of identity. We can identify with:

School
Community
Religion
Race
Sex
Occupation
Achievement
Age
Our relationship to others
Etc.

This last one is especially worth examining. How many of us can be identified primarily only in terms of our relationship to husbands, fathers, mothers, etc? This may be especially true of women who develop what is called "contingent identity"-(based on someone else) rather than a real personal identity of their own.

If time permits you may extend this exercise by asking what kind of headline would be written 10 years from now. How many students would be identified only as "Former Something Or Others"? Or do students show forward-looking identities?

Other areas can also be examined such as the reasons for our lack of willingness to identify with or our unwillingness to share an identifying commitment to such things as our school, community, religion, sex, etc.

COMMUNITY SERVICE PARTY

GUIDANCE

SENIOR HIGH

CURRICULUM FOCUS:

1. Awareness of ways a community functions.
2. Learning how to participate in one's own community.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#11 Develop tolerance/flexibility in interpersonal relationships
#41 Understand decision-making involves responsible action
#66 Develop positive attitude toward value of leisure time

ESTIMATED CLASS TIME: - One week (field trip)

ESSENTIAL RESOURCES:
Recipes, ingredients for Christmas cookies, etc. Materials for Christmas ornaments.

INSTRUCTIONAL PROCESS:

Guidance counselor can act as co-ordinator and liasion person between home ec. class(es) and the responsible community group or social service agency to arrange a Christmas party at an orphanage, rest home, etc. A guest speaker may be invited in to discuss with students the need for this type of community work and to acquaint them with the organizations in the area who take it upon themselves to see that it is done. The concept of community service as a way of devoting part of one's leisure time to helping others should be presented to the class. Arrangements should be made and a date set so students can go ahead preparing and freezing food and making ornaments. Teacher can discuss with students what sort of program could be set up for the party (e.g. singing carols; have office run off song sheets).

In class after party, have students discuss their feelings about the activity. Discuss careers which are related to community service, as well as voluntary work that is being done in the area.

A NEW BALL GAME

GUIDANCE

SENIOR HIGH

CURRICULUM FOCUS:

1. To examine creativity in approaching leisure activities.
2. To examine attitudes toward the nature and purpose of leisure activities.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#66 Develop positive attitudes toward value of leisure time
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: One class period-possibly two

ESSENTIAL RESOURCES:
Imagination

INSTRUCTIONAL PROCESS:

Set up the following situation: You are on a group picnic with five other people of your age. One member of the party has a volleyball in the trunk of his car, and there is a large grass field available for use. Devise a new game and write the rules for that game.

Compare the various games invented and discuss a few of these with the class.

Some of the following questions can be explored:

Was your game meant solely to pass time in a "fun" way, or was there a provision for a definite winner?

Was your game highly competitive?

Was it designed to test or exhibit certain skills?

Was the game designed to end at a particular point (score or time requirements), or could it proceed as long as the group cared to play?

Was enjoyment of the group a factor you considered before devising your rules?

Could everyone participate?

The answers to many of the questions might reflect or indicate a desire or drive to instill a "work type" effort into the game. Our tendency to "work" even at play could be examined here. Likewise, you could examine the inability of many of us to truly relax in "play" situations.

The concept of recreation as re-creation can also be dealt with.

If there is a desire to keep this activity to a single period the development of the game itself can be given as a an overnight assignment. This would save considerable time.

LEARNING HOW TO BE ASSERTIVE

GUIDANCE

SENIOR HIGH

CURRICULUM FOCUS:

1. Learning how to make the most of one's abilities.
2. Learning how to get along with others.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#04 Understand that personal characteristics can be changed
#05 Recognize relationship: self-characteristics/decision-making
#08 Develop a positive self-concept
#33 Develop personal habits which are socially valued

ESTIMATED CLASS TIME: Three weeks or 8-10 class periods

ESSENTIAL RESOURCES:
When I Say "No" I Feel Guilty
Mauel J. Smith, Ph.D., Bantam $1.95

INSTRUCTIONAL PROCESS:

Discuss with students what being assertive means and how it differs from being agressive (or passive). Talk about how being assertive can lead to a better understanding of oneself and a better functioning with others. Stress that learning how to be assertive is a skill, which when properly applied, can help them now and throughout their lives.

Assign chapters of When I Say No I Feel Guilty. Demonstrate the exercises (fogging, broken record, etc.) and then divide the class into groups for practice. Ask students at the end of each class period to state what they thought were some of their difficulties in carrying out the exercise. Ask students to keep a journal, noting times they used assertiveness training and how they feel about its effects. (This journal is to be used as a learning tool by the student and is not intended for class discussion. However, it may lead the student to make inquiries in class or to a guidance counselor.

If some students are having difficulties, you may want to arrange individual or small group sessions to discuss and practice assertiveness skills.

Talk to students about using assertiveness skills in particular situations - asking for help, getting others to co-operate, etc.

WAYS OF COPING WITH STRESS

GUIDANCE

CURRICULUM FOCUS:

Psychology classes

1. Methods of coping with stress
2. The drug problem
3. Effects of increasing amounts of stress on our lives

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#16 Understand need for continuing education in a changing world
#33 Develop personal habits which are socially valued
#47 Develop a receptivity for new ideas/exploration of new ideas

ESTIMATED CLASS TIME: Variable

ESSENTIAL RESOURCES:

New York Times magazine section, "Valiumania' February 1, 1976, pages 34 thru 4
Psychology Today section "Meditation Helps Break the Stress Cycle" February, 19
Pages 82 thru 93.
Future Shock, by Alvin Toffler

INSTRUCTIONAL PROCESS:

Make copies of the article "Valiumania", New York Times, Magazine Section, February 1, 1976, pages 34 thru 44, for your students to read and react to. Discuss the drug problem that exists among part of the adult community that is addressed in this article. What kinds of stress might these people be subjected to? What are some methods to deal with stress? How do you cope with stress? Read about ways to cope with stress. You might read "Meditation Helps Break the Stress Cycle", Psychology Today, February 1976, pages 82 thru 93. Collect and read other articles that deal with methods of coping with stress. To find out what some social scientists are saying about the danger increasing stress will place on our lives, read Future Shock by Alvin Toffler.

FANTASY AND REALITY

GUIDANCE

CURRICULUM FOCUS:

1. Planning for the future.
2. Self-awareness.
3. Situation awareness.
4. Goal awareness.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#01 Develop vocabulary of self-characteristics
#05 Recognize relationship: self-characteristics/decision-making
#08 Develop a positive self-concept
#09 Recognize that development of self is constantly changing
#13 Acquire vocabulary for educational planning

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Dictionary, "Lose your dreams and you may lose your mind" by Mick Jagger, "Ruby Tuesday"

INSTRUCTIONAL PROCESS:

Have students look up "reality" and "fantasy" in the dictionary, along with associated words (e.g. realist, realize, realization, real, fantasize, fantastic). Discuss with students the need to be reality-oriented when making plans, if they are to be realized. Have a discussion on what are goals which might be reality-oriented, as opposed to others which are pure fantasy and can not be realized (e.g. Making a lot of money could be a reality goal. Having everyone love you is a fantasy).

Discuss how dreams and wishes can color our view of reality, and how they can also help us "tune in" to our real interests and needs.

Help students understand the need for making plans based on realizable goals, based on their own strengths and desires, and how to go about finding ways to implement their ideas in their own life situations.

If students feel they have difficulty distinguishing fantasy from reality, point out that this is quite normal, that virtually everyone does at some times. But it is an awareness of the of the differences between reality and fantasy which is the first step to solving the problem.

WHY HACK SCHOOL?

GUIDANCE

SENIOR HIGH

CURRICULUM FOCUS:

1. Relevancy
2. Understanding of the value of education for one's future life.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#14 Understand interrelationship between education and work
#17 Recognize role of education in career and life goals
#21 Recognize relationship: school environment/larger society

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Career Development Service (Palmer) "School and You"

INSTRUCTIONAL PROCESS:

Ask students to list the subjects in which they are involved:

1. English
2. Social Studies

What careers may be related to each subject listed?

Write a short paragraph in answer to the following question:

1. If you attain high grades in a particular subject would it be a good idea to consider a career in this area? Why or why not?

AND WHEN I DIE

GUIDANCE

CURRICULUM FOCUS:

1. To have students consider their obvious characteristics in relation to what they consider a meaningful life

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#02 Develop knowledge of unique personal characteristics
#03 Understand relationship: self-characteristics/performance
#06 Understand and use the concept "role"
#07 Develop an understanding of the concept "life style"
#09 Recognize that development of self is constantly changing

ESTIMATED CLASS TIME: One or two class periods

ESSENTIAL RESOURCES:
Ditto sheet with a list of characteristics

INSTRUCTIONAL PROCESS:

Present the students with the following list of personal characteristics: (use any 10 or 15 you choose)

Fair
Honest
Intellectual
Versatile
Competitive
Athletic
Popular
Witty
Humorous
Agressive
Gentle

Loyal
Femine/masculine
Individualistic
Religious
Successfully employed
Wealthy
Dependable
Cooperative
Open-minded
Hard working

A good parent
Creative
Well-known
His/her own person
Easy going
A good listener
Fun to be with
Excellent in _______
Patriotic
Concerned about others

Tell students to imagine they are on their death bed many years from now. Instruct them to rank the characteristics listed from 1 (most important to 10 or 15 (least important in terms of how they want others to remember them.

After the students have asssigned a rank to each of the characteristics given, form a circle and have students share their first and last choices (if they wish to give this information) with the loss. Compile a class list.

(For purposes of rapport, and so as to not give the impression of taking information without giving, the teacher should participate in this activity equally.)

When this phase of the activity is concluded ask students to pick their top 10 choices from the compiled class list and place them somewhere on the continuum below as they would apply if the students were to die tomorrow.

Fits me perfectly Possibly me Not me at all

Questions to discuss:

Is the second phase compatible with the first? (Is "what we want to be" compatible with what we presently are?)

If not--how do we get from where we are to where we want to go? Which factors are within our control--which are not? Why?

THE DECISION-MAKING PROCESS

GUIDANCE

SENIOR HIGH

CURRICULUM FOCUS:

1. Understand and apply a decision-making model.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#41 Understand decision-making involves responsible action

ESTIMATED CLASS TIME: One week

ESSENTIAL RESOURCES:
none

INSTRUCTIONAL PROCESS:

Write the following decision-making model on the board to be copied, discussed, and understood, step-by-step: (a) define problem, (b) agree on alternatives, (c) list, weigh and rank relative advantages and disadvantages of each alternative, (d) try to rate each alternative for future decision-making, and (e) choose. In a group, have the students use the decision-making model by pairing-off and helping each other with an immediate problem of their own which would require a decision. In turn, the helpers should write in a systematic fashion, for the person having the decision problem (a) definition of problem (b) alternatives available (c) listing, value assignment, and ranking advantages and disadvantages of each alternative (d) attempts at rating each alternative and (e) the choice.

DECISION MAKING SKILLS TRAINING

GUIDANCE

SENIOR HIGH

CURRICULUM FOCUS:

1. Small group counseling on decision-making skills.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#49 Develop effective decision-making strategies and skills

ESTIMATED CLASS TIME: 10 class periods preferably scattered over several weeks

ESSENTIAL RESOURCES:
Copies of Decisions and Outcomes (College Entrance Examination Board) for each student, pen or pencil

INSTRUCTIONAL PROCESS:

Choose a target population by a developmental stage or student-identified need in decision-making skills. Offer small group counseling to this population through appropriate publicity. Meet with groups of not more than 10 during study halls or class-released time.

Have each student identify an important decision he/she is presently trying to work through. Take the group through the activities of Decisions and Outcomes, especially the last two sections. Before developing and applying the skills, the counselor may choose the activities that would best help the students in this group. Have each student work on his/her decision as he/she learns the decision-making skills. Have students share with their group on their progress. Provide support to these students. Watch for a student's need of individual counseling and offer it if needed.

Meet with this group until the personal decisions are made. Meet with the group again, a term or semester later to evaluate long term results of their decisions.

IMPROVING DECISION-MAKING SKILLS

GUIDANCE

SENIOR HIGH

CURRICULUM FOCUS:

Economics, Citizenship, Problems of Democracy, Sociology, Psychology

1. Self-improvement of decision-making skills

CAREER EDUCATION FOCUS:
(DELLA Statement)

#41 Understand dicision-making involves responsible action

ESSENTIAL RESOURCES:
You may want to use Career Directions, Unit One: Deciding on Your Career (Changing Times Education Service, Inc.)

INSTRUCTIONAL PROCESS:

Offer the following suggestions to the class. They are designed for self-improvement of decision-making skills.

1. Get as many facts as possible on the question you are trying to decide.
2. Experiment with the idea of deadlines. If you tend to delay making decisions, set a reasonable time limit for yourself. This is not to mean that deciding quickly is better than deciding slowly. Rather, a deadline can break the logjam that occurs after deliberation and thought when no one decision seems to be any better or worse than another.
3. Try arbitrarily limiting or expanding you choices.
4. Write down the pros and cons of each choice. This may help to clarify the important points.
5. Consider what may happen while you are unable to make up your mind. A danger can occur if you are wrestling with an important decision, and keep putting it off until events catch up and force their own decision upon you.
6. Try two experiments. Number one--Make believe you have decided and see how the choice feels on you. Number two--Actually try out your decision while you still have a chance to change your mind.

FUTURE FOCUSES-ROLE IMAGES

GUIDANCE

CURRICULUM FOCUS:

1. To make students aware that their own self-image and roles are not stagnant concepts but will change with time, and the change will often result from factors over which they now have little control.

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#04 Understand that personal characteristics can be changed
#05 Recognize relationship: self-characteristics/decision-making
#06 Understand and use the concept "role"
#43 Recognize restrictions in the decision-making process
#44 Recognize that decision-making involves some risk taking
#49 Develop effective decision-making strategies and skills

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

This is a good exercise to open any unit or course dealing with the future or simply the concept of roles and self-image.

1. Ask students to describe in a brief essay what they think the world will be like in the year 2000, especially in regard to such things as energy supply, population, food availability, crime, urban congestion, transportation, family life styles, international tensions, types of jobs available, etc. Allow two nights.

2. Ask students to write on a separate sheet of paper what they think they will personally be doing in the year 2000, what they think their life will be like at that time.

3. Pair the two assignments and read some of them to the class as pairs. (If you wish to insure anonymity you can use code numbers for assignments). As the paired essays are read it should become apparent that while many students see the world changing rapidly in all directions with many alterations in life styles needed to cope with such changes, they see little or no change in their own personal or community life. Some students will predict police states, nuclear war, starvation, etc. for the world at large but personally they see themselves going to college, holding the same types of jobs now available, living comfortably in ranch houses, and raising families in the usual manner.

4. Discuss the reason for such discrepancies (i.e. a tendency to view the future with a present-oriented role image and perspective).

5. Ask what can be done to keep the two factors closer in line. Suggestions usually include:

1. Go along with the changes.
2. Fight against the changes they don't like through organized action.
3. Withdraw from society and opt for an alternative life style and role more in line with their self-image; present and projected.

More class time should be used to explore any or all of these concepts in greater depth. For example-which changes predicted by experts are acceptable? Which are not? Which ones do we or could we have control over? What types of action would be necessary to resist such changes (personal rebellion, group action, political and governmental action, etc.)?

THE LOTTERY

GUIDANCE

CURRICULUM FOCUS:

1. To have students examine their commitments to work even when it is not an economic necessity
2. To see the relationship between work and leisure time activity to distinguish between leisure-time and idleness

SENIOR HIGH

CAREER EDUCATION FOCUS:
(DELLA Statement)

#07 Develop an understanding of the concept "life style"
#63 Understand differences between leisure time and idleness
#64 Understand interrelationships: leisure time and idleness
#65 Understand leisure time can provide some rewards of work
#66 Develop positive attitudes toward value of leisure time

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCE:

INSTRUCTIONAL PROCESS:

Present the following situation to the students: You have just won a lottery, and an investment counselor makes you an offer that is hard to refuse. If you allow him to invest your money, he guarantees you that you can live quite well and never have to work a day in your life.

Then ask the students: "Assuming he can make good on his offer, would you accept it and embark on a life of leisure? Or would you still choose to work?"

If a life of leisure was chosen, ask those students to list the activities they would engage in to occupy their time.

If some students choose to definitely work, ask them to list some of the reasons why they would work even when it is not necessary for meeting their economic needs.

Gather the class together in a circle to discuss some of their choices and reasons, as well as, activities and benefits from each life style.

After hearing both sides of the issue ask if anyone has changed his/her mind about working or "leading a life of leisure?"

Does a "life of leisure" necessarily imply a life of idleness? [Note--usually one of the first questions the students ask is what you mean by "work." Be prepared to explain or discuss some of the various definitions of work: (For example:

Work as toil and hard labor
Work as mental activity
Work as creative effort
Work as performing a task for wages
Work as human achievement, with or without wages

Work as exercising your responsibility toward others as your role in life demands (parents, wife, husband, citizen, student, etc.)]

By examining some of these definitions what some students may have considered to be leisure activities may very well fit into others' definitions of work and vice-versa. For this reason you may wish to wait until the choices are already made before discussing "work" and what it is. If so, tell students to use their own definitions in making their choices and then have them discuss their definitions when explaining their choices.

DELLA STATEMENTS

Della Statement Number	Description
Vocabulary about Self	
01	Develop vocabulary of self-characteristics
Knowledge of Self	
02	Develop knowledge of unique personal characteristic
03	Understand relationship: self-characteristics/ performance
04	Understand that personal characteristics can be changed
05	Recognize relationship: self-characteristics/ decision-making
06	Understand and use the concept "role"
07	Develop an understanding of the concept "life style"
Attitudes about Self	
08	Develop a positive self-concept
09	Recognize that development of self is constantly changing
10	Develop a sensitivity toward and an acceptance of others
11	Develop tolerance/flexibility in interpersonal relationships
Skills for Self	
12	Develop the necessary socialization skills
Vocabulary about Education	
13	Acquire vocabulary for educational planning
Knowledge about Education	
14	Understand interrelationship between education and work
15	Be aware of multiplicity of skills, knowledge in education
16	Understand need for continuing education in a changing world

Della Statement Number	Description
Attitudes about Education	
17	Recognize role of education in career and life goals
18	Recognize developmental processes occurring in and out of school
19	Realize technological changes demand retraining of workers
20	Develop basic attitudes needed for entry/success in a career
21	Recognize relationship: school environment/ larger society
Skills for Education	
22	Acquire skills, good work habits in preparing for a career
Vocabulary about Careers	
23	Acquire vocabulary for describing the world of work
Knowledge of Careers	
24	Understand variety and complexity of occupations and careers
25	Understand how occupations relate to functions of society
26	Determine characteristics/qualifications of occupations
27	Understand process of developing a "career"
28	Understand the relationship: occupational role/ life style
29	Recognize materials/processes/tools of occupational clusters
Attitudes about Careers	
30	Realize: work is an integral part of the total life style
31	Develop positive attitudes toward employment

Della Statement Number	Description
32	Realize one's success in work is affected by one's attitudes
33	Develop personal habits which are socially valued
34	Recognize that occupational stereotyping is undesirable
35	Be aware of the value of acquiring marketable skills
36	Aware of own multi-potentiality as to marketable skills
Skills for Careers	
37	Develop necessary educational/occupational competency
38	Develop entry level skills in area of occupational interest
Vocabulary for Decision-Making	
39	Develop vocabulary for stating and identifying personal goals
40	Apply vocabulary of career exploration to decision-making
Knowledge about Decision-Making	
41	Understand decision-making involves responsible action
42	Know external factors affect decision-making and vice versa
43	Recognize restrictions in the decision-making process
44	Recognize that decision-making involves some risk taking
45	Develop criteria for judging how careers meet life goals
Attitudes about Decision-Making	
46	Recognize the need for making a meaningful career choice

Della Statement Number	Description
47	Develop a receptivity for new ideas/exploration of new ideas
48	Understand the need to take responsibility for own decisions
Skills for Decision-Making	
49	Develop effective decision-making strategies and skills
Vocabulary about Economics	
50	Develop vocabulary for understanding economic principles
Knowledge of Economics	
51	Be familiar with basic economic concepts
52	Realize how the labor market affects the nation's economy
53	Understand the relationship: technology/world of work
54	Understand the relationship between occupational roles/personal economics/life styles
Attitudes about Economics	
55	Recognize role of work in economic independence
56	Recognize that society needs labors of all its people
57	Realize wages should not be sole basis for career choice
58	Recognize worker productivity is influenced by rewards
Skills for Economics	
59	Acquire basic money management skills
60	Be able to use economic information in decision-making
61	Acquire basic consumer skills

Della Statement Number	Description
Vocabulary about Leisure	
62	Develop vocabulary to differentiate leisure time activities
Knowledge of Leisure	
63	Understand differences between leisure time and idleness
64	Understand interrelationships: leisure time/ one's career
65	Understand leisure time can provide some rewards of work
Attitudes about Leisure	
66	Develop positive attitudes toward value of leisure time
Skills for Leisure	
67	Develop skills in leisure time activities

BACKGROUND IN DESIGN

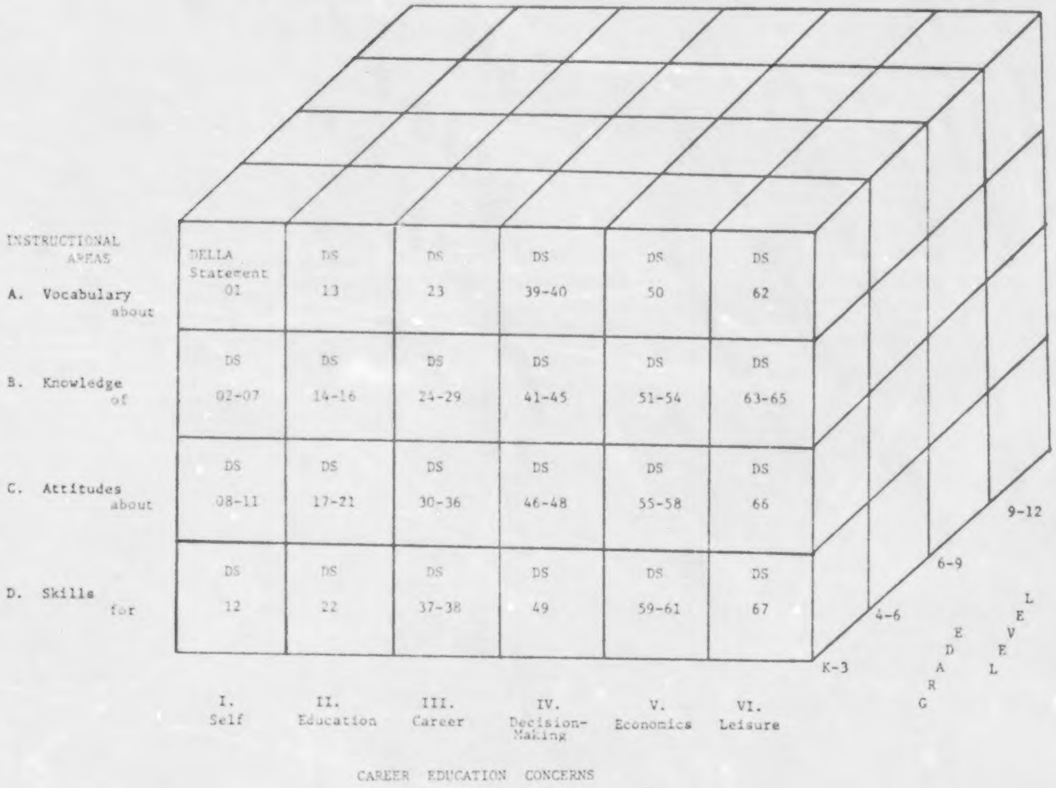
It is in seeing career education as a way of developing the total individual that its aims can best be realized and that its impact can be felt most positively as an important contribution to the learning and socialization processes of modern education.

The Career Development Education Model

The basic philosophy of the career education movement has only recently been translated into a system. This enables educators to apply career education concepts throughout the educational grade levels and all the subject areas.

Below is the Career Development Education Model. It is three dimensional, covering grades K-12.

K-12 CAREER DEVELOPMENT EDUCATION MODEL



INSTRUCTIONAL AREAS	I. Self	II. Education	III. Career	IV. Decision-Making	V. Economics	VI. Leisure
A. Vocabulary about	DELLA Statement 01	DS 13	DS 23	DS 39-40	DS 50	DS 62
B. Knowledge of	DS 02-07	DS 14-16	DS 24-29	DS 41-45	DS 51-54	DS 63-65
C. Attitudes about	DS 08-11	DS 17-21	DS 30-36	DS 46-48	DS 55-58	DS 66
D. Skills for	DS 12	DS 22	DS 37-38	DS 49	DS 59-61	DS 67

At the left of the model are the educational instruction areas, which are part of teaching every subject at every grade level. Every teacher teaches vocabulary about his or her subject, knowledge about that subject, attitudes derived from what is learned, and skills relating to the mastery of that particular subject. Another way of putting it is that, the instructional areas cover the cognitive, affective and psycho-motor domains of learning.

At the base of the model are the career education concerns. In order to utilize a comprehensive developmental approach aimed at the whole individual, it is necessary to treat several life areas and these areas have been organized and labeled as shown.

For example, looking at the first Career Education Concern, we have to educate the student in relation to his or her own self. Who am I? What am I like? What do I like? These are the kinds of questions students have to answer if they are to know themselves better.

By looking at the intersections of Instructional Areas with Career Education Concerns, as shown on the model, we can talk about ideas such as, knowledge of self, attitudes towards careers, skills for decision-making, and so on. In fact, every aspect of the instructional approach can be applied to every concern of career education.

Della Statements

In every one of the model blocks, running through all the grade levels, there are certain criteria that are necessary for the developmental approach to be carried out. These are called DELLA Statements.

Here you can see how one of the criteria, or DELLA Statements, was developed. First the Instructional Area, knowledge, was considered. Then the Career Education Concern, decision-making, was cross-referenced. When we talk about knowledge of decision-making for students, we get a statement like Goal #42. (See diagram on following page).

Since this is a lengthy, cumbersome statement, which is difficult to use, it was synthesized into a DELLA Statement (#42). It's short and it is simple and it's easy to implement. Also, it is one of thirteen DELLA Statements on decision-making.

INSTRUCTIONAL AREA	CONCERN
Knowledge of	Decision-Making

GOAL # 42

Students should know that decision-making is influenced by a society of external factors (i.e., family, friends, geography) conversely, decisions once made will have an influence on a variety of external factors (i.e., family, friends, geography).

DELLA STATEMENT

#42 Know external factors affect decision-making and vice versa

Since this is a developmental approach not every DELLA Statement need be applied at every grade level. Likewise, not every DELLA Statement is appropriate for every subject, although the concept of at least one DELLA Statement under each of the six concerns should be taught for every subject, at every grade level.

How to Use DELLA Statements

DELLA Statements are used by teachers as tools in career education by matching them to the curriculum concerns when preparing teaching activities.

One of the best ways to begin writing curriculum plans which focus on career education is to go over in your mind some activities you have previously done in class which were successful. It is often fairly easy to find ways to broaden this activity to include the dimensions of career education. Starting with one activity you have already found successful will lead you to explore others. Finally, you will be planning entirely new activities that are built around the idea of providing your students with instruction in both your curriculum and career education.

BIBLIOGRAPHY OF SUGGESTED RESOURCES

Career Education Newsletters:

Career Education News. McGraw-Hill Institutional Publications, 230 West Monroe Street, Chicago, Illinois 60606.

The Career Education Workshop. Parker Publishing Company, Inc., West Nyack, New York 10994.

Career Education Bibliographies:

Central Susquehanna Intermediate Unit, P.O. Box 213, Lewisburg, Pennsylvania 17837.

Pennsylvania Guidance Service Center, 5301 Jonestown Road, Harrisburg, Pennsylvania 17112.

Current Career Information Bibliography. National Vocational Guidance Association, Division of American Personnel and Guidance Association, 1607 New Hampshire Avenue N.W., Washington, D.C. 20009.

EPIE Career Education S*E*T*. EPIE Institute, 463 West Street, New York, New York 10014

Career Education Film Resources:

Intermediate Units/Instructional Materials Center. All members of a teaching staff have film resources available to them through the school district or through the local intermediate unit with which the school district is associated.

Audio Visual Services. The Pennsylvania State University, University Park, Pennsylvania 16802.

Indiana University Audio-Visual Center, Bloomington, Indiana 47401.

Career Education Instructional Materials:

PENNscript
Special Education
5301 Jonestown Road
Harrisburg, Pennsylvania 17112

INTERVIEW SHEET

1. What special interests or skills do you need for your job?
2. What types of things (interests) do you like to do, and how did they help you decide what job you wanted?
3. What type of person do you have to be in order to like and be successful at your job?
4. What ways can I get this job--training, college, or experience?
5. What other occupations can you do with your knowledge and training?
6. What are all the different jobs you've had and which have led to the one you have now?
7. Do you think that your mistakes have helped you to make better decisions?
8. How has your particular job changed over the past ten or twenty years? What do you think it will be like in another ten years?
9. What school subject do you use in your work and how?
10. How does this job support your way of living in terms of income, knowledge, working hours, and leisure time?
11. Are your hobbies like or different from your job?
12. Why is this job important to you? What satisfaction do you get? Do you know of any common factors a person should possess to be successful in the world of work?

FIFTEEN OCCUPATIONAL CLUSTERS

Compiled by the United States Office of Education

I. Agri-Business and Natural Resources
   1. Agriculture and agricultural sciences
   2. Forestry officials
   3. Fish managers (including farms and hatcheries)
   4. Water management
   5. Nursery operations and management
   6. Animal sciences
   7. Dairy products
   8. Fertilizers (plant food and soil)
   9. Landscaping
   10. Wildlife
   11. Petroleum and related products
   12. Mining and quarrying

II. Business and Office Cluster
   1. Accounting
   2. Office clerks and managers
   3. Machine operators
   4. Business data processing systems

III. Communications and Media Cluster
   1. Telephone and telegraph systems
   2. Publishing of journalism and commerical arts
   3. Broadcasting of radio, television and satellite transmissions
   4. Photographic reproductions and recordings

IV. Construction Cluster
   1. Interior home designing, decorating and furnishings
   2. Land development, site preparation and utilities
   3. Landscaping, nursery operations and ground maintenance
   4. Architectural designing
   5. Masonry, metal, wood, glass, and plastic contracting

V. Consumer and Homemaking Related Occupations Cluster
   1. Family and community services (public housing and social welfare)
   2. Food service industry
   3. Child care, guidance and teaching
   4. Housing design and interior decorations
   5. Clothing, apparel and textile industry
   6. Home management, consumerism and family relationships

VI. Environment Cluster
   1. Soil and mineral conservation
   2. Water resource, development, conservation and control
   3. Forest, range, shore, wildlife conservation and control
   4. Development and control of physical man-made environment (bridges, roadways and recycling)
   5. Space and atmospheric monitoring and control (pollution and smog)
   6. Environmental health services (water sanitation, waste disposal)

VII. Fine Arts and Humanities Cluster
   1. Authors and poets
   2. Painters and printmaking
   3. Musicians
   4. Dramatic and performing artists
   5. Film and set designers, producers and editors

VIII. Health Service Cluster
   1. Ambulance services
   2. Hospital technicians, nurses, aids and doctors
   3. Pharmacists
   4. Dentists
   5. Community health
   6. Veterinarian

IX. Hospitality and Recreation Cluster
   1. Recreation planning of national resources and leisure related property
   2. Health care (physical fitness, recreation safety)
   3. Community services (parks, playgrounds, clubs and amusement parks)
   4. Human development (recreation programs, coaching and arts)

X. Manufacturing Cluster
   1. Factory productions
   2. Research of products and marketing
   3. Distribution of products
   4. Designing of new products and new equipment

XI. Marine Science Cluster
   1. Commercial fishing
   2. Aqua-culture (marine and shellfish research, marine plant growth)
   3. Marine biology
   4. Underwater construction and salvage
   5. Marine exploration

XII. Marketing and Distribution Cluster
   1. Sales promotion and services
   2. Buying
   3. Marketing services (finance, credit, insurance)
   4. Marketing system (retail, wholesale, service, non-store and international trade)

XIII. Personal Services Cluster
   1. Cosmetology
   2. Mortuary science
   3. Barbering
   4. Physical culture (massage and weight control)
   5. Household pet services

XIV. Public Service Cluster
  1. Courts
  2. Labor affairs
  3. Defense
  4. Public utilities and transportation
  5. Regulatory services (bank, immigration and stock exchange)

XV. Transportation Cluster
  1. Land transportation
  2. Aerospace transportation
  3. Pipeline transportation
  4. Water transportation

CAREER-RELATED GAMES AND SIMULATION

Game — Grade Level

BLUE BIRD (ABT Associates) *(7-12)*

Players explore job and home career consequences of a number of "career ladders" in the unskilled/semi-skilled/skilled category. Career decisions, union membership, further training, etc. are plotted on a Career Chart as is feedback on life style consequences. (1-6 players)

THE BLUE WODJET COMPANY (Simile II) *(6-9)*

Players take roles as stockholders, personnel, and managers of a manufacturing company and as citizens in a community where the company is located. Players are involved in the structure of a corporation that evokes an awareness of pressures pollution problems created for industry. (25-30 players)

BROKER (Calhoun Book Store) *(4-adult)*

Players learn some of the more intricate aspects of the stock market and the development of market strategy. (2-6 players)

BUDGETING GAME (Changing Times Education Service) *(7-12)*

Players assume roles in a middle-income family of four earning $10,000. Goal is to simulate the budgeting and spending of their money over a 12 month period. Different choices reflect different ways of living and different family goals. (4-24 players in teams of 4)

BUDGETS AND TAXES (Educational Manpower, Inc.) *(7-college)*

Players assume roles of both public officials and private citizens of Riverdale, attempting to balance the town budget.

CAREERS (Parker Brothers) *(7-12)*

Preview of the working world. Eight newly-updated occupations, setting their own success goals. Rewards, promotions, setbacks as they meet realistic challenges. (2-5 players)

THE COMMUNITY (ECONOMIC DECISION GAMES SERIES)
(Science Research Associates) *(10-12)*

Economic principles involved in the operation of a community are illustrated through a model. (6 players per team)

Game Grade Level

CONSUMER (Western Publishing Company, Inc.) *(7-12)*

A model of the consumer buying process involving players in the problems and economics of installment buying. Consumers compete to maximize their utility points for specific purchases while minimizing their credit charges. The three different credit agents also compete to make the most satisfactory lending transactions. (11-34 players)

EDVENTURE (Games Central) *(10-adult)*

15 "Learners" interested in seeking further education involve themselves with educational institutions and compete to reach their goals. Represents the demands and options in the world of 1981-2000. (30-45 players)

JOB EXPERIENCE KITS (Science Research Associates, Inc.) *(7-12)*

A collection of work-simulation kits offers experiences in 20 occupations representative of various levels and fields. A problem-solving approach is used to expose the student to the real activities found on the jobs. Actual occupational tools are included in each kit. (1 player)

JOBHUNT (Games Central) *(7-adult)*

Realistic simulation of the process players will experience in making real-life career choices and finding suitable jobs. (10-30 players)

LIFE CAREER GAME (Western Publishing Company, Inc.) *(6-12)*

A simulation of certain features of the labor market, the "education market," and the "marriage market," as they now operate in the U.S. and as projections indicate they will operate in the future. The players work with a profile of a fictitious person, alloting his time and activities among school, studying, a job, family responsibility and leisure time. Players are divided into teams of 2 and make decisions for 3-10 years of the profile they play. A wide variety of profiles is supplied. (2-20 players)

MACHINIST (Harvard School of Information) *(7-12)*

The objective of the game is to enable students to make more effective decisions concerning a career in a machinist vocation, based on the information contained in the game and on other investigations that they are motivated to make as result of playing. (1-6 players)

SPENDTHRIFT (Northrop Corporation) *(7-12)*

Financial management of family affairs is taught as well as goal setting and value structure within the family group. (2 or more players)

Game	Grade Level
SWINDLE (Changing Times Education Service)	*(10-adult)*

Helps students experience decision-making in shopping and to teach them to recognize and avoid gyps and frauds. They assume roles of buyers, salesmen, repairmen, and managers. (15 or more players)

INDEX OF PUBLISHERS/DISTRIBUTORS

ACI Films, Inc.
35 West 45th St.
New York, NY 10036

Aims Instructional Media
Services, Inc.
P.O. Box 1010
Hollywood, CA 90028

American Education Publication
55 High Street
Middletown, CN 06487

American Guidance Service, Inc.
Circle Pines, MN 55014

American Society of Travel Agents
360 Lexington Ave.
New York, NY 10017

Argus Publications
7440 Natchez
Niles, IL 60648

Associated Educational Materials Co.
14 Glenwood Ave.
Box 2087
Raleigh, NC 27602

BFA Educational Media
2211 Michigan Avenue
Santa Monica, CA 90404

Bowman
Box 3623
Glendale, CA 91201

Calhoon Book Store
3031 Hennepin Avenue
Minneapolis, MN 55408

Career Futures, Inc.
1728 Cherry St.
Philadelphia, PA 19103

Center for Humanities, Inc.
Two Holland Avenue
White Plains, NY 10603

Changing Times Education Service, Inc.
1729 H. Street, N.W.
Washington, D.C. 20006

Agency for Instructional T.V.
Box A, 1111 West 17th St.
Bloomington, IN 47401

Albert Whitman & Co.
560 West Lake Avenue
Chicago, IL 60606

American Education Publication
Education Center
Columbus, OH 43216

American Personnel and Guidance Assoc.
1607 New Hampshire Ave., N.W.
Washington, DC 20009

Arco Publishing Company
219 Park Avenue, South
New York, NY 10003

Aspect IV Educational Films
21 Charles Street
Westport, CT 06880

Benefic Press
10300 West Roosevelt Road
West Chester, IL 60153

Bobbs - Merrill Company
Educational Division
4300 West 62nd Street
Indianapolis, IN 46268

Charles A. Bennett Co. Inc.
809 Detweiler Drive
Peoria, IL 61614

California Learning Simulations
750 Lurline Drive
Foster City, CA 94404

Careers Incorporated
P.O. Box 135
Largo, FL 33540

Centron Educational Films, Inc.
1621 West Ninth Street
Lawrence, KS 66044

Charles W. Clark Co., Inc.
564 Smith Street
Farmingdale, NY 11735

Children's Press
1224 H. Van Buren St.
Chicago, IL 60607

Churchill Films
662 No. Robertson Blvd.
Los Angeles, CA 90069

Consulting Psychologists Press
577 College Avenue
Palo Alto, CA 94306

Coronet Instructional Media
65 East South Water Street
Chicago, IL 60601

Creative Studies, Inc.
167 Corey Road
Boston, MA 02146

Dell Publishing Co., Inc.
1 Dag Hammarskjold Plaza
New York, NY 10017

DLM
7440 Natchez Ave.
Niles, IL

Education Achievement Corporation
P.O. Box 7310
Waco, TX 76710

Educational Development Corp.
202 Lake Miriam Drive
Lakeland, FL 33803

Educational Manpower Inc.
P.O. Box 4272 B
Madison, WI 53711

Educational Properties, Inc.
P.O. Box DX
Irvine, CA 92664

Encyclopedia Britannica Educational Corp.
425 N. Michigan Avenue
Chicago, IL 60611

Family Films, Inc.
5823 Santa Monica Blvd.
Hollywood, CA 90038

Chronicle Guidance Publications, Inc.
Moravia, NY 13118

Counselor Films, Inc.
1728 Cherry St.
Philadelphia, PA 19103

College Entrance Examination Board
Box 592
Princeton, NJ 08540

The George F. Cram Co., Inc.
301 South LaSalle St.
P.O. Box 426
Indianapolis, IN 46206

Curriculum Development Associates
1211 Connecticut Ave, N.W.
Suite 414
Washington, D.C. 20035

Didactic Systems, Inc.
6 N. Union Ave.
Cranford, NJ 07016

Doubleday Multimedia
1371 Reynolds Ave.
Santa Anna, CA 92705

Educational Activities Inc.
P.O. Box 392
Freeport, NY 11520

Educational Dimensions Corp.
25 - 60 Francis Lewis Blvd.
Flushing, NY 11358

Educational Projections Corp.
3070 Lake Terrace
Glenview, IL 60025

Education Games Company
P.O. Box 363
Peeksville, NY 10566

EYE - Gate House
146 - 01 Archer Ave.
Jamaica, NY 11435

Garrard Publishing Company
Champaign, IL 61820

Gordon Flesh Company, Inc.
225 West Beltline Highway
Madison, WI 53713

Grade Teacher
CCM Professional Magazines
22 West Putnam Avenue
Greenwich, CT 06830

Guidance Associates
757 Third Avenue
New York, NY 10017

Harcourt Brace, Jovanovich, Inc.
757 Third Avenue
New York, NY 10017

Hoffman Occupational Learning Systems
4423 Arden Drive
El Monte, CA 91734

Houghton Mifflin Company
1 Beacon Street
Boston, MA 02107

Industrial Relations Center
University of Chicago
1225 East 60th Street
Chicago, IL 60637

Information Resources Inc.
P.O. Box 417
Lexington, MA 02173

Instructional Fair
Box 1650
Grand Rapids, MI 49502

Instructo Corporation
Paoli, PA 19301

Instructor Publications, Inc.
Instructor Park
Dansville, NY 14437

Innovative Sciences, Inc.
300 Broad Street
Stanford, CT 06901

King Features
235 East 45th St.
New York, NY 10017

Learning Corporation of America
711 Fifth Avenue
New York, NY 10022

Learning Resource Center, Inc.
10655 S.W. Greenburg Road
Portland, OR 97223

J. P. Lilley and Son, Inc.
2009 N. Third St.
P.O. Box 2035
Harrisburg, PA 17105

Little Brown and Co.
Boston, MA

Listener Educational Enterprises, Inc.
6777 Hollywood Blvd.
Hollywood, CA 90028

Macmillan Library Services
866 Third Avenue
New York, NY 10022

Mafex Associates, Inc.
111 Baron Avenue
Johnstown, PA 15906

McGraw - Hill Book and Education
Services Group
1221 Sixth Avenue
New York, NY 10020

McKnight Publishing Company
Box 2854
Bloomington, IL 61701

Modulearn Inc.
Joseph W. Foraker/Learning Programs
P.O. Box 635
San Juan Capistrano, CA 92675

National Career Consultants, Inc.
9978 Monroe
Dallas, TX 75520

New Dimensions in Education, Inc.
160 Dupont St.
Plainview, NY 11803

New Readers Press
1321 Jamesville Avenue
Syracuse, NY 13210

Olympus Publishing Co.
937 East 9th St. South
Salt Lake City, UT 84105

Oxfam Education Department
247 Banbury Road
Oxford Station
Ox 270Z
England

Oxford Films
1136 N. Las Palmas Ave.
Los Angeles, CA 90038

Pathescope Educational Films, Inc.
71 Weyman Avenue
New Rochelle, NY 10802

Pennant Educational Materials
4680 Alvarado Canyon Road
San Diego, CA 92120

Pflaum/Standard
8121 Hamilton Ave.
Cincinnati, OH 45231

J.C. Penney Co. Inc.
Educational and Consumer Relations
1301 Avenue of the Americas
New York, NY 10019

Q-ED Productions
2921 W. Alamada Ave.
Box 1608
Burbank, CA 91507

Random House, Inc.
Educational Media
201 E. 50th St.
New York, NY 10022

Sandler Institutional Films, Inc.
1001 N. Poinsetta Pl.
Hollywood, CA 90046

Scholastic Book Services
50 West 44th St.
New York, NY 10036

Science Research Associates, Inc.
259 East Erie Street
Chicago, IL 60611

Scott Education
Department CEN
104 Lower Westfield Road
Holyoke, MA 01040

Shelchow and Righter Co.
2215 Union Boulevard
Bayshore, NY 11706

Silver Burdett Co.
250 James Street
Morristown, NJ 07960

Singer Educational Division
3750 Monroe Avenue
Rochester, NY 14603

South-Western Publishing Co.
5101 Madison Rd.
Cincinnati, OH 45227

Steck-Vaughn Company
P.O. Box 2028
Austin, TX 78767

Teacher Products
2304 East Johnson St.
Jonchoro, AK 72401

Teaching Resources Films
83 Adams St.
Bedford Hills, NY 10507

T-Cube
17951 Shypark Circle
Irvine, CA 92707

Training Development Center
The Sterling Institute
2 Pennsylvania Plaza
Suite 18
New York, NY 10001

Travel School of America
1406 Beacon Street
Brookline, MA 02146

Troll Associates
320 Route 17
Mahwah, NJ 07430

United States Department of Labor
Bureau of Labor Statistics
Washington, DC 20212

Westinghouse Learning Corporation
100 Park Ave.
New York, NY 10017

The Westminster Press
Witherspoon Bldg.
Philadelphia, PA 19107

Western Publishing Company
850 Third Ave.
New York, NY 10022

Vocational Films
111 Euclid Avenue
Park Ridge, IL 60068

Yellow Pages Career Library
NAESP
P.O. Box 9114
1801 North Moore Street
Arlington, VA 22209

EVALUATION Crucial to the development and improvement of any program are evaluative plans and instruments. The evaluation plan should be geared to the local program and designed to evaluate achievement in reaching the program objectives, development and implementation of program activities and effectiveness of program resources.

Standardized Tests

Quick feedback of information is crucial to the continuous amelioration of the program. Consequently, a major source of immediate, valuable information is the student. Of particular value are several vocationally-oriented standardized measures, some of which are listed and briefly described.

Interest Inventories

Interest inventories are particularly useful in individual career counseling. They may also be utilized in group guidance classes, or in any classes involved in career education and subjective occupational exploration. For the most part, all of these inventories have as their major goal helping the individual to relate his personal interests to either general occupational areas, or clusters, (e.g., scientific, persuasive, etc.) or to specific jobs. (e.g., truck driver, lawyer, etc.). These inventories do not provide information about the student's ability achievements, or intelligence as they relate to the cited clusters or occupations; they serve to cite relative interests and must be interpreted accordingly.

Brainard Occupational Preference Inventory

Psychological Corporation
Range: Grades 8 to 12; adults

Six broad occupational fields are covered by this inventory which yields scores for each sex. Scores are obtained in the following areas: (1) commercial, (2) mechanical, (3) professional, (4) esthetic, (5) scientific, and (6) personal service (for girls) or agriculture (for boys). The subject responds to each item by indicating on a five-point scale ranging from "dislike very much" to "like very much". There are a series of twenty items for each occupational field. The scoring is simple and testing time is approximately thirty minutes.

Gordon Occupational Check List

Harcourt, Brace and World, Inc.
Range: Grades 9 and above.

The Gordon Occupational Check List is composed of 240 activities performed in many different kinds of jobs. These 240 activities are organized into five general interest areas: (1) business, (2) outdoor, (3) arts, (4) technology, and (5) service. These five categories are further grouped into 30 internally related clusters. The student responds to each item by underlining the activities that he would like to perform in a full-time job, and by circling those activities that he would most like to do. He then answers several job-relevant free-response questions at the end of the inventory. The scoring procedure is simple and testing time for a group is typically from 20 to 25 minutes. .

Kuder Occupational Interest Survey (OIS)

Science Research Associates
Range: Grades 10 to adult

This instrument is basically the same in both format and content (with some additions) as the Kuder Preference Record-Vocational. Forced-choice triads are presented to the testee. (However, the information it yields is more like that of the Strong and the Minnesota Vocational Interest Inventory.) Scores are yielded in 79 occupations and 20 college-major fields for men, and for 56 occupations included cover a wide range and variety of levels and areas. Scoring must be machine-processed. Reading level is 6th grade.

Kuder Preference Record - Vocational

Science Research Associates
Range: Grades 6 to 12

The Kuder Preference Record-Vocational is a widely used measure of vocational interests. Scores are given for the following interest clusters: outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, and clerical. Raw scores are converted into percentiles, varying for the male and female high school students based on the respective norm groups. Administration, scoring, and conversion of raw scores to percentiles are all simple. Testing time generally ranges between 30 and 50 minutes.

Minnesota Vocational Interest Inventory (MVII)

Psychological Corporation
Range: Grades 9 to 12

The Minnesota Vocational Interest Inventory is suitable for men and boys age 15 and up. This empirically-keyed inventory is designed to measure interests in nonprofessional occupations. The content consists of 474 items grouped into triads, making a total of 158 triads. The student responds to each triad by selecting the one activity he would most like to do, and the one activity he would least like to do, leaving the third item blank. Scores are reported in 21 occupational scales, and 9 area scales. Scoring may be done either by machine or by hand. Although no time limit is given, most examinees complete the inventory in 45 minutes or less.

Ohio Vocational Interest Survey (OVIS)

Harcourt, Brace and World, Inc.
Range: Grades 8 to 12

The Ohio Vocational Interest Survey is designed to facilitate vocational exploration by students in grades eight through twelve. This survey combines a "Student Information Questionnaire" with the "Interest Inventory" providing valuable background data for score interpretation by the student and his counselor. Compatible with such sources as the Dictionary of Occupational Titles, the Occupational Outlook Handbook, and the General Aptitude Test Battery, OVIS yields scores in 24 interest scales. The total time required for administration of the survey ranges from 60 to 90 minutes.

Strong Vocational Interest Blank (SVIB)

Stanford University Press
Range: 17 years and over

The Strong Vocational Interest Blank presently has separate forms for men and women although a single form the Strong-Campbell Interest Inventory, for both sexes is currently being developed. Although originally developed for college students, it has proven useful with those in high school. The SVIB, in both male and female forms, consists of 400 items, most of which the individual responds to by marking one of the three given options, L, I, and D (Like, Indifferent, Dislike). Scores are yielded in the form similarity data in fifty-four men's and fifty-eight women's occupations, most of which are professional in nature. In addition to the occupational scales, there are basic interest scales as well as eight non-occupational, empirical scales particularly useful in counseling and test interpretation. Since hand-scoring a single blank is quite time-consuming and complex, a scoring service is available. Testing time is approximately forty minutes.

Multiple Aptitude Batteries

Of particular value in individual career counseling are the results of multiple aptitude batteries such as those to be described in this section. Combined with interest inventories, achievement criteria (e.g., grades, test results, etc.) and other variables, these batteries serve to broaden the foundation upon which the individuals occupational future rests. Keeping in mind that "an aptitude test is one that predicts success in some occupation or training course" (Cronbach, 1970, p.38), one should evaluate the comparative value of each of the following batteries as they relate to a career education program.

Daily Vocational Tests

Houghton Mifflin Company
Range: Grades 8 to 12; adults

Designed for the non-college-bound youth or adult, the Daily Vocational Test battery consists of three subtests: (1) the technical and scholastic test, (2) the spatial visualization test, and (3) the business English test. Twelve subscores are derived from the three subtests. Total testing time approximates 140 minutes.

Differential Aptitude Tests (DAT)

Psychological Corporation
Range: Grades 8 to 12

The Differential Aptitude Tests are a battery of eight subtests. Six of them are aptitude tests (verbal reasoning, numerical ability, abstract reasoning, spatial relations, mechanical reasoning, and clerical speed and accuracy) and two are achievement tests (spelling and grammar). With the exception of the Clerical Speed and Accuracy Test, the tests of the DAT are power tests and in most cases the time limits are 30 minutes. At least two testing sessions are required for administration of the entire battery which takes between 5 and 5 1/2 hours to complete in most cases. Score reports may be in either percentile or stanine form with norms being available for each grade level from eighth to twelfth.

General Aptitude Test Battery (GATB)

U.S. Employment Service
Range: Grades 12 and above; adults

Originally developed exclusively for use by state employment service offices, the GATB can now be used by schools and other agencies. This battery includes twelve tests and is designed to give scores for nine different factors: G (intelligence), V (verbal aptitude), N (numerical aptitude), S (special aptitude), P (form perception), Q (clerical perception, K (motor coordination), F (finger dexterity), and M (manual dexterity). Standard score reporting with a mean of 100 and standard score of 20, provide the basis for interpretation of each factor. For group tests, the time required is usually between 120 and 150 minutes.

SRA Primary Mental Abilities, Revised

Science Research Associates
Range: K-12, a series of five batteries

After correcting some previously evaluated technical difficulties, in 1962 a revision of the PMA tests was made available by SRA with a series of five batteries. The scores obtained are in relation to five factors: Verbal Meaning, Number Facility, Reasoning, Perceptual Speed, and Spatial Relations. Since Reasoning is omitted at the lower levels and Perceptual Speed at the higher levels, only the battery for grades 4-6 includes all five factors. Total scores on the entire battery, as well as scores on each factor, are expressed in deviation I.Q.'s Percentiles and stanines are available for the PMA batteries from the fourth grade up.

Vocational Maturity and Work Values Measures

A career education program or method may be evaluated in terms of the vocational maturity or the work values of its participants as determined by pre- and post-tests or via comparative studies. Super (1955) has suggested the following dimensions as indicative of adolescent vocational maturity:

- Orientation to vocational choice.
- Information and planning about the preferred occupation.
- Consistency of vocational preference.
- Crystalization of traits.
- Wisdom of vocational preferences.

The construct of vocational maturity was later defined by Super (1957, p. 132) as follows:

Vocational Maturity I focuses on life stages and is indicated by the actual life stage of an individual in relation to his expected life stage (based on his chronological age).

Vocational Maturity II focuses on development tasks and is represented by the behavior of the individual in handling the developmental tasks with which he is coping.

The following measures have been developed in order to determine a person's degree of development in various areas of his career education.

Readiness for Vocational Planning

Authors: Gribbons and Lohnes (1964)
Range: Adolescence

Eight dimensions are assessed by this instrument which takes the form of an interview scale and is designed to measure vocational maturity. These dimensions are: (1) factors in curriculum choice, (2) factors in occupational choice, (3) verbalized strengths and weaknesses, (4) accuracy of self-appraisal, (5) evidence for self-rating, (6) interests, (7) values, and (8) independence of choice. In order to achieve maximum validity and reliability the counselor will need some short-term training in the use of this instrument.

Vocational Development Inventory - Attitude Test (AT)

Authors: Crites (1965) CTM/McGraw Hill
Range: 6th Grade to college

Designed to measure the "dispositional factor" in vocational maturity, the Attitude Test of the Vocational Development Inventory attempts to measure "choice of an attitude toward an occupation in terms of empirical behaviors". "This instrument consists of fifty questions cast in true-false forms which yield both a vocational maturity scale and a deviate scale" (Herr and Cramer, 1972, p. 269). The purpose of this instrument is to give the counselor some insight as to the rate and level of vocational maturity of the students, thus allowing for more effective counseling. Time needed to administer the VDI is approximately 15 to 20 minutes.

Work Values Inventory (WVI)

Author: Super
Houghton Mifflin Company
Range: Grade 7 to adult

This instrument is concerned with measuring "values relating to success and satisfaction in work" (Herr and Cramer, 1972, p. 270). The fifteen values assessed are: intellectual stimulation, job achievement, way of life, economic returns, altruism, creativity, relationships with associates, job security, prestige, management of others, variety, aesthetics, independence, supervisory relations, and physical surroundings. "These fifteen values can be further distilled into four factors: material, goodness of life, self-expression, and behavior control" (Herr and Cramer, 1972, p. 270). Administration of the WVI takes approximately fifteen minutes.

Career Development Inventory (CDI)

Authors: Super, Bohn, Forrest, Jordoan, Lindeman and Thompson (1971).
Range: 6th grade and up.

The CDI yields two types of scores. In addition to a total score which represents an overall measure of vocational maturity as defined by the scales, it also yields three specific factor scores labeled Planning Orientation, Resources for Exploration, and Information and Decision Making (Westbrook & Mastie, 1973).

The CDI can be administered easily within one class period and has potential for use in individual counseling as well as in group assessment and program evaluation. Distinguishing features of the CDI as noted by Westbrook and Mastie (1973) are its inclusion of both the attitudinal and cognitive dimensions of vocational maturity.

Cognitive Vocational Maturity Test (CVMT)

Authors: B.W. Westbrook
Range:

The CVMT was designed to measure Career knowledge and abilities within six areas of the cognitive domain of vocational maturity: Fields of Work-knowledge of which occupations are available in various fields of work; Job Selection--the ability to choose the most realistic occupation for a hypothetical student who is described in terms of his abilities, interests, and values; Work Conditions--knowledge of work schedules, income level of jobs, physical conditions of jobs, and job locations; Education Required-knowledge of the amount of education generally required for a wide range of occupations; Attributes Required-knowledge of abilities, interests, and values generally required for various occupations; and Duties--knowledge of the principal duties performed in a wide range of occupations (Westbrook & Mastie, 1973).

The CVMT is an objective measure which provides separate scores for each of the six areas of cognitive vocational maturity. The tendency of scores to spread out at the bottom for those having special difficulty in this particular area is evidence of the diagnostic potential of the CVMT. Those career education programs who's objectives match the areas included in the CVMT may find it to be an appropriate evaluation instrument.

Locally Constructed Instruments

Other possible ways of benefitting from student involvement in the evaluation process are via student surveys, questionnaires, and evaluation teams, as well as individual observations (e.g., suggestions for improvement, themes evaluating programs, etc.). Since the students are the principal consumers of the career-education-oriented services, their relative satisfactions and reactions to the objectives, activities, and resources would be a primary consideration. They are an invaluable source of affective as well as cognitive information regarding program progression, whether providing the information through direct or indirect means.

Surveys, questionnaires, PTA meetings, as well as the use of other communications media (e.g., newspapers, radio, television, etc.) are major approaches by which teachers, counselors, parents, and the community in general may become an integral part of the evaluation process. Often valuable ideas for improvements result from tapping a source that is not directly involved in a program. Also, the goal of providing the public with an awareness of the program goals and achievements may incidentally be realized by this communication, thus creating a dual value.

Generally speaking, if appropriately planned and implemented, the greater the diversity and scope of sources involved in the assessment process, the greater the probability of attaining valuable, practical information.

Related Research Methods

Of the various types of research methods available for use in the evaluation process, three stand out. They are: 1) longitudinal studies, 2) follow-up studies, and 3) short-term studies. Drier, Herr and Baker (1972) provide the following descriptions of the first two types of studies:

- Longitudinal studies: Particular techniques and services are examined over time in the light of their impact on some appropriate sample. This can determine the extent to which the effects of an activity are retained and used in later years.
- Follow-up studies: Subjects may be able to provide important information about a program by responding to a questionnaire.

The third type, short-term studies, may be described as follows:

- Short-term studies: Studies designed to provide a relatively rapid feedback of information about program deficiencies or improvements. Cross-sectional studies exemplify this approach which generally serves to measure changes within groups or between groups when certain dependent variables (e.g., standardized tests, observations, etc.) are employed.

Any of these types of studies may be executed via controlled observations and pre- and post-testing techniques, using standardized measures or locally-developed measures as dependent variables, or by utilizing any of a number of other dependent variables applicable to the specific situation.

General Procedures for Evaluation

Regardless of what kind of procedures are used, certain fundamental steps should be followed. Herr and Cramer (1972, p. 273) have summarized general procedures for evaluation within a systems approach to career development as follows:

- Formulate the broad goals of the vocational guidance programs.
- Classify these goals so that an economy of thought and action can be achieved. Decide what developmental stages require which guidance processes for implementation.
- Define objectives in behavioral terms.
- Suggest situations in which the desired objectives and behaviors might be observed.
- Develop or select appraisal techniques such as standardized tests, monitoring instruments, questionnaires, etc.
- Gather and interpret performance data and compare these data with the stated behavioral objectives.

This system has been cited as an absolute one, thus, an entity in itself which, if desirable, may be compared to another system to determine relative effectiveness.

The following specific steps established by Wysong (1972, p. 53) are closely related to those of Herr and Cramer, only more simplistic and general. They are:

- Establish a purpose for the evaluation.
- Plan and design a procedure for the evaluation.
- Define the objectives, activities, needs, or resources to be evaluated.
- Identify the sources of information.
- Develop instruments for collecting information.
- Collect information.
- Analyze information.
- Organize and report results.
- Judge adequacy of results.
- Make decisions.

Administrative Judgement

The final decisions often rest with those in administrative positions. Sometimes they are not directly involved in the mechanics or assessment of the program itself. It is, therefore, of paramount importance that a definite, concrete, and concise way of communicating program needs is developed. This is particularly the case when major revisions or expensive innovations are to be initiated. Such situations usually call for the use of more than one evaluative technique. In other words, if a multiplicity of assessment techniques are all indicative of a need for a major revision or expensive innovation, that need is much more likely to be realized than if one or two implemented techniques led to the same conclusion. Also worth noting is the fact that the needs will have a greater probability of being met if community involvement is accomplished, and if a well-developed channel of communications is established between all individuals directly or indirectly affected by the program.

Therefore, it is important that the administrator involved in the leadership of the aforementioned activities be knowledgeable. If the leadership decisions are to be made wisely, the leaders must understand the various program objective, the purposes behind the activities, the reasons for use of various resources, and the purpose of each evaluation technique. If administrative decisions are based on this kind of sophisticated understanding, the chances for program success would seemingly be enhanced.

EVALUATION TESTS AND ADDRESSES

Armed Services Vocational Aptitude Battery, Armed Forces Vocational Testing Group, Randolph Air Force Base, Texas 78148. Information available from any Armed Services Information Office.

California Occupational Preference Survey, Educational and Industrial Testing Service, P.O. Box 7234, San Diego, California 92107.

Career Planning Program, American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240.

Differential Aptitude Tests, The Psychological Corporation, 304 East 45th Street, New York, New York 10017.

Edwards Personal Preference Schedule, The Psychological Corporation, 304 East 45th Street, New York, New York 10017.

General Aptitude Test Battery (GATB), United States Government Printing Office, Washington, D.C. 20402.

Gordon Occupational Checklist, Harcourt Brace Jovanovich, 757 Third Avenue, New York, New York 10017.

Kuder Form DD - Occupational Interest Survey, Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611.

Kuder Form C - Vocational Preference Record, Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611.

Kuder Form A - Personal Preference Survey, Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611.

Minnesota Vocational Interest Inventory, The Psychological Corporation, 304 East 45th Street, New York, New York 10017.

Ohio Vocational Interest Survey (OVIS), Harcourt Brace Jovanovich, 757 Third Avenue, New York, New York 10017.

(The) Self Directed Search: A Guide to Educational and Vocational Planning, Consulting Psychologists Press, Inc., 577 College Avenue, Palo Alto, California 94306.

Strong Vocational Interest Blanks, The Psychological Corporation, 304 East 45th Street, New York, New York 10017.

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Drier, H.M. Jr., and Associates. K-12 Guide for Integrating Career Development into Local Curriculum. Worthington, Ohio: Charles A. Jones Publishing Company, 1972.

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Noll, V.H. Introduction to Educational Measurement. (2nd ed.) Boston: Houghton Mifflin Company, 1965.

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Super, D.E. The Psychology of Careers. New York: Harpers, 1957.

Thorndike, R.L. and Hagen, E. Measurement and Evaluation in Psychology and Education. (2nd ed.) New York: John Wiley and Sons, Inc., 1961.

Westbrook, B.W. and Mastie, M.M. Three measures of vocational maturity: a beginning to know about. Measurement and Evaluation in Guidance, 1973, 6, 8-16.

Wysong, E. Evaluating Career Development Programs. Toledo, Ohio: University of Toledo, August, 1971.'

ROLE PLAYING

Role playing is a learning activity for use by both the teacher and student in all areas of the curriculum. It can and should be included in each subject area. Once the teacher utilizes role playing techniques and observes them as successful, more confidence in the approach will be gained each day. Actual instances of how to role play in the classroom and when it is of particular importance have been noted and suggested throughout this material.

Purposes for Students:

1. Offers an opportunity to participate in a successful group decision.
2. Fun to participate.
3. Desire to make decisions for self, to think on their feet in face-to-face situations.
4. Provides opportunity for sensitivity and awareness of the world of work.
5. Group activity with an adult leader - not organized play.

Procedure:

1. It is imperative to help students to become initially relaxed through warm-up activities, that is, activities which involve the students physically.
2. Development: Basically, movement with student's own dialogue.
3. Culmination: This can be a repetitive process by using others in class to do the same thing but using a different dialogue.

   Discussion by entire groups of students with constructive criticism.

Additional Suggestions:

1. Develop in a spiral effect - begin with short time, 10 minutes, and build up to greater spans of time.
2. Never force any student who does not want to participate.
3. Give good directions; be sure each student knows exactly what to do.
4. Give only a short time to plan so it is more creative.
5. Be sure activity (or job) is within age level so the student does not appear foolish to peers.

6. When students are evaluating a role-playing activity encourage positive reactions.

7. Allow for much change and creative dialogue to bring out each student's personality.

8. Encourage feelings of the role models, not just dialogue, so emotions come through.

9. Video tape the role playing; play back later for discussion by students.

BRAINSTORM TECHNIQUE

Choosing the Brainstorm Topic

1. Break down complex problems into problems specific enough to be Brainstormed. Instead of "How can we conserve energy?", use three separate problems:

   "How can we conserve energy?":

   a. in the home?
   b. in the school?
   c. in the community?

2. The basic aim of Brainstorming is to compile a quantity of alternative ideas. Therefore, your problem must be one that lends itself to many possible answers.

3. Do not try to Brainstorm problems requiring value judgments like "What's the best time to start our new campaign?" Brainstorming cannot make a decision for you.

Rules for Brainstorm Sessions

1. Criticism is ruled out:
   Judgment is suspended until a later screening or evaluation session. Allowing yourself to be critical at the same time you are being creative is like trying to get hot and cold water from one faucet at the same time. Ideas aren't hot enough; criticism isn't cold enough. Results are tepid.

2. Free-Wheeling is welcomed:
   The wilder the ideas, the better. Even offbeat, impractical suggestions may "trigger" in other panel members practical suggestions which might not otherwise occur to them.

3. Quantity is wanted:
   The greater the number of ideas, the greater likelihood of winners. It is easier to pare down a long list of ideas than puff up a short list.

4. Combination and Improvement are sought:
   In addition to contributing ideas of their own, panel members should suggest how suggestions by others can be turned into better ideas, or how two or more ideas could be combined into a still better idea.

Idea Spurring-Questions

PUT TO OTHER USES? New ways to use as is? Other uses if modified?

ADAPT? What else is like this? What other ideas does this suggest?

MODIFY? Change meaning, color, motion, sound, odor, taste, form, shape, Other changes?

MAGNIFY? What to add? Greater frequency? Stronger? Larger? Plus ingredient? Multiply?

MINIFY? What to subtract? Eliminate? Smaller? Lighter? Slower? Split up? Less frequent?

SUBSTITUTE? Who else instead? What else instead? Other place? Other time?

REARRANGE? Other layout? Other sequence? Change pace?

REVERSE? Opposites? Turn it backward? Turn it upside down? Turn it inside out?

COMBINE? How about a blend, an assortment? Combine purposes? Combine ideas?

Pitfalls to Avoid in Setting Up a Brainstorming Program

1. Failure to indoctrinate your panel in the technique of Brainstorming.
2. Failure to get support of at least one of your supervisors.
3. Overselling the technique before you have results to show.
4. Failure to orient your problem properly, or to make it specific enough.
5. Failure to evaluate the ideas creatively.
6. Failure to take action on the best ideas.
7. Failure to report to panel members what action is taken on ideas.
8. Selling the use of Brainstorming as a substitute for individual thinking. It is a supplement.

PLANNING A FIELD TRIP

HOW TO PREPARE FOR A FIELD TRIP:

1. Establish general objectives
2. Identify specific objectives
3. Review the field yourself before taking your class
4. Introduce children to the place they are going, the people they will meet, the experiences they will have.
   Use maps, pictures, special speakers, any resources available to acquaint pupils with the planned excursion. Be careful, however, to leave some "surprises" for the actual experience.
5. Schedule several inquiry, or discussion, times when children can relate their own experiences and attempt to foresee the experiences they will have.
6. Develop appropriate vocabulary for the fullest possible understanding of the experience.
7. Execute bulletin boards, collect materials, involve children in arranging exhibits to stimulate interest in the trip.
8. Plan the mechanics of the trip:
   a. Attend to the administrative details.
   b. Set bus schedule with definite departure and arrival times.
   c. Secure the necessary permission slips from parents.
   d. Enlist the help of adults (mothers, and maybe the bus driver)
   e. Specify lunch plans and clothing requirements.
   f. Discuss manners and bus behavior.
   g. Learn some songs that fit the nature of the experience.
9. Organize the class into "touring groups" with an adult leader for each group. Each group should take slide photographs of those things which interest them most. Each group should also use a cassette recorder.

FOLLOW-UP AFTER A FIELD TRIP:

1. Discussions and Inquiry groups
   a. What did you like best? How did you feel about being there?
   b. What surprised you?
   c. What was different than you expected?
   d. What was exactly as you expected it to be?
   e. What if you'd gone at another time of day? of the year?
   f. Whose job did you find most interesting?
   g. Would you like to work in such a place?

h. What tools did the workers use?
i. What skills did the workers need to perform their work?
j. What suggestions do you have for helping others to enjoy the place?
k. Retell the events in sequence.

2. Write letters of appreciation

3. View pictures, study maps

4. Share the trip with another class, via pictures, slide/tapes production, stories, etc.

5. Report to community news agencies.

Job Application Form

Date__________________________

General Information:

Name____
Last First Middle Initial

Address____

Phone________________________Soc. Sec. No._______________ Draft Status________

Date of Birth___________________ Age__________ Place of Birth_________________

Marital status___________________________ Children___________________________

Have you ever been convicted of a crime other than a minor traffic violation?

Yes______ No______. If yes, please explain on the other side of this form.

U.S. Citizen? Yes_______ No_______ Work Permit Number (if under 18)____________

Physical handicaps____

Kind of work desired:____

____

Salary expected:____

Previous Work Experience:

(List last job first)

	Employer	Address	Phone	Position
1.				
2.				
3.				
4.				

Education:

Highest grade level completed (circle) 8 9 10 11 12 13 14 15 16 17 18+

Dates enrolled

High School ____

College ____

Specialty Training ____

Other ____

Average grades received in English __________ Math __________

High School elective courses: ____

____

____

Extracurricular activities, sports, offices, honors, etc.: ____________________

____

____

References:

Name Address Phone Occupation

1. ____
2. ____
3. ____

Applicant's signature ____________________________

(No experience, high school graduate)

Arthur J. Marrone

234 Stryker Avenue
Swansea, New York 09876
(123) 456-7890

OFFICE ASSISTANT

Objective To serve as a general assistant in the office of a commercial, industrial, or civic organization, applying my quickness with figures, my typing skill, and my willingness to work hard constantly to increase of production and reduction of expense.

Background Born and raised in Swansea, the youngest of five brothers, all married and employed by Swansea Mills; mother and father both born in Swansea; father a foremen with Swansea Mills where he has worked 30 years; graduate of Swansea High School.

Education Graduate of Swansea High School, Business Curriculum, June 1976. Program included following courses:

Typing	3 years
Office Machines	2 years
Mathematics	4 years
Bookkeeping	1 year
Business Writing	1 year
Marketing	1 year
Economics	1 year
Salesmanship	1 semester

Program also included general high school courses, with four years of academic English.

Office Skills Excellent typist (75 words per minute); proficiency in basic office machinery; exceptionally high skills with figures.

Interests Reading business biographies; mathematical problem solving; chess; police athletic league.

Personal Excellent health; 5'9", 150 pounds; born May 23, 1958; single, no dependents.

References Miss Selma Mansfield, Principal. Swansea High School, 45 Hurstboro Drive, Swansea, New York 09876

Mr. Theodore Pomeranki, Head, Business Education, Swansea High School, Swansea, New York 09876

Mr. Eugene Fillmore, Director, Swansea Police Athletic League, and Member of Swansea Police Department.

(No experience, college graduate)

JAMES BRUCKNER

908 Parrington Boulevard
Augusta, Maine 09876
Telephone (212) 456-7890

PERSONAL 22 years old; excellent health; 6'1", 180 lbs., single.

OBJECTIVE To serve a public accounting firm as a junior accountant, while I take CPA examinations, and to continue with that firm in a public accounting career.

EDUCATION Bachelor of Science, 1975, Central Maine University
Major: Accounting (CPA Emphasis)
Minor: Computer Science

Representative Accounting Courses include Current Issues in Financial Accounting, Computer Based Information Systems; Advanced Tax Law; and Seminar for Public Accountants.

Representative Computer Science and Business Courses include Computer Simulation and Modeling, Data Processing Systems, Algorithms, Computers, and Programming; Monetary Analysis and Policy; and Behavioral Science Foundations of Business.

INTERESTS Highly active in extracurricular program as undergraduate.

Professional Accounting Participation included three years in Accounting Club, treasurer for two years; Chairman of Accounting Exhibit at Clubs Fair, 1972; Programmer for Statistical Study of Student Programs. 1972.

General Student Activities Participation included Business Manager of Central Maine Journal, undergraudate newspaper, 1971-1972; Class Treasurer for all four years; Co-chairman, Senior Prom.

BACKGROUND Born in Montreal, Canada, but family moved to Augusta when I was seven; United States Citizen; father and mother were both school teachers in Augusta, until retirement last year; I am now engaged to a young woman I have known all my life, a senior in elementary education at Central Maine.

REFERENCES References will be furnished on request.

(Part-time)

TRAINING AND PART-TIME EXPERIENCE OF

SARAH SUE STEELE

SALES CLERK

345 Johnston Road	19 years old
Burlington	5'5", 120 pounds
Vermont 87654	Excellent health
(345) 234-5678	Single

JOB OBJECTIVE: Part-time position as retail sales clerk, evenings and Saturdays

EXPERIENCE AS SALES CLERK

HIGHWAY 49 DISCOUNT CENTER, Allen, Vermont, Sales Clerk in Boys' Wear, Books, and Toys. Assisted customers, wrapped merchandise, and kept shelves in order. Full-time Summer 1972, Saturdays September-November 1972, Saturdays and evenings December 1972, Saturdays and evenings January-May 1973. Resigned to prepare term papers and study for final examinations.

MACLEOD'S DEPARTMENT STORE, Burlington, Vermont; Sales Clerk. Assisted customers, measured and cut drygoods, vinyls, and plastic coverings, wrapped merchandise, and served as a check-out cashier. Summer 1971, Saturdays and Thursday evenings September-December, 1971 and January-June 1972.

EDUCATION

JUNIOR, VERMONT STATE UNIVERSITY, Burlington, Home Economics Major. Courses in fabrics, foods, and home-making tie in with activities as sales clerk. Honor Roll every term. Free Saturdays, evenings, and holidays for employment.

GRADUATE, ALLEN HIGH SCHOOL, Academic Diploma. Graduated with honors. Active in all extracurricular programs.

BACKGROUND

Born and raised in Burlington. Ten years in Girl Scouts. Sing in church choir. Career objective to serve as home economist with manufacturing industry.

REFERENCES

Mr. Clarence D. Bullock, Buyer, Highway 49 Discount Center, Allen Vermont.

Professor Lawrence C. Parrington, Home Economics Department, Vermont State University, Burlington, Vermont.

Mr. Thomas K. Campbell, Principal, Allen High School, Allen, Vermont.

(Handicapped Worker)

DO YOU WANT AN OPERATIONS DEPARTMENT TYPIST WHO WILL STAY PUT?

I'LL STAY PUT--I'M A PARAPLEGIC WAR VETERAN

--and I can type 70 wpm

John C. Clayton
4 Afton Boulevard
Rye, New York 09876
(123) 234-6543

OBJECTIVE: To learn bank operations by typing reports, statements, letters, payrolls, manuals, specifications, and anything else given to me.

BACKGROUND

Paralyzed in both legs from combat wounds in Vietnam, I have been rehabilitated at St. Albans Veterans Hospital. Aptitude tests showed high interest and ability in all phases of banking, and exceptionally high computational skill and manual dexterity. Can operate manual control automobile and maneuver self in portable wheelchair. Developed high skill in typing and computational machines. Completely independent of help except for stairs.

EDUCATION

Graduate of White Plains High School, June 1970, Academic Course.

Fourteen points in banking and finance completed at College of Business and Public Administration, New York University, June 1974.

EXPERIENCE

Free-lance typist, receiving assignments from book publishers, lawyers, and agencies for the handicapped. June 1973 to present.

PERSONAL

Health excellent, except for paralyzed legs; 5'8", 185 pounds; single, live with mother and father; finances excellent, full pension, house, and automobile received from government.

Highly motivated; completed rehabilitation faster than any other veteran at St. Albans.

REFERENCES

Furnished upon request.

SUPPLEMENTAL RESOURCES FOR GUIDANCE

Are You Listening?

Cost: $4.00
Six-minute cassette tape is a communication tool to evaluate how well we listen. Appropriate for most age groups.
J. C. Penney Co., Inc., Educational and Consumer Relations

Career Crosswords (Scope/Visual 16)

Cost: $12.00 (estimate)
Sixteen transparencies and spirit masters about jobs. Includes crosswords on job benefits and futures.
Scholastic Book Services

Chips and Scripts

Cost: $185.00 (estimate) 300 slides/50 scripts
$329.00 (estimate) 600 slides/100 scripts
Each of the programs shows people working at their jobs. The following questions are answered: What is the occupation? Where does the person work and what is done? What are the requirements? What are the job prospects and salary?
T-Cube

Coping With Series

Cost: $20.00 (estimate) Set 23 books
$ 1.00 per individual book
A series of paperback books about the interests, concerns, and problems of young people.
American Guidance Services, Inc.

The Dynamics of Mood Control

Cost: $125.00 (estimate)
Six tapes, response book, learning exercises. A learning and growing experience. Examines moods-depression, loneliness, anxiety, tension, frustration, defensiveness, jealousy, etc.
Learning Dynamics, Inc.

Encounter Tapes for Vocational Education

Cost: $79.00 (estimate)
Four cassettes, coordinator's manual, 36 participant's

booklets. Pre-employment training to expand strengths and motivate employees.
Human Development Institute

Getting Applications Right (Scope/Visual 13)

Cost: $6.95 (estimate)
Eight transparencies and spirit masters with sample applications and forms.
Scholastic book Services

Human Relationships: Why They Succeed or Fail

Cost: $110.00 (estimate)
Includes 160 slides with cassettes or records.
Center for Humanties, Inc.

Job Experience Kit

Cost: $140.00 (estimate)
Designed to stimulate student interest in career exploration. Each kit gives the student a chance to try out realistic work problems in a specific occupation.
Science Research Associates

The Job Game

Cost: $149.00 (estimate)
Includes eight tape segments on four cassettes, plus four job finder workbooks. The purpose is to take a job seeker through an entire process of job finding.
Employment Training Corporation

Lead the Field

Cost: $120.00 (estimate)
Includes 12 cassettes, text and teacher manual. A career-oriented communications program involving attitude awareness, goal setting, deciding, motivation
Nightingale--Cornant Corporation, The Human Resources Company

Tune In: Empathy Training Workshop

Cost: $75.00 (estimate)
Designed to increase empathy skills through small group interaction. Six different workshops
Listening Group

U. S. Army Career and Education Information Center

Cost: Free upon request
Includes teacher guide, student guide and sound/filmstrips.
Army Education Package, P.O. Box 5510-Z, Philadelphia, PA 19143

Valuing: A Discussion Guide for Personal Decision-Making

Cost: $49.00
Includes audio cassette, manual, six figure books, exercise book. A self-contained kit that teaches the fundamentals in making choices. May be used with a group of 9-15 participants.
Human Development Institute.

World of Work

Cost: Part I $230.00 (estimate)
Part II $131.00 (estimate)
Part III $175.00 (estimate)
Part I (on the job) Interpersonal skills. 20 cassettes, 24 record books, teacher guide
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